DOCUMENT RESUME

ED 215 656 HE 015 049

AUTHOR	Putnam, John F.
TITLE	Postsecondary Student Terminology: A Handbook of Terms and Definitions for Describing Students in Postsecondary Education.
INSTITUTION	Government Studies & Systems, Philadelphia, Pa.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-79-409
PUB DATE	Mar 81
CONTRACT	OEC-0-74-9264
NOTE	216p.; Parts of appendix are marginally legible.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Academic Aspiration; *Classification; College Admission; Confidential Records; Data Analysis; Definitions; Disclosure; Educational Background; Employment Experience; Family Income; Financial Needs; Glossaries; Higher Education; Individual Characteristics; Information Systems; Majors (Students); Military Service; Occupational Aspiration; Parent Financial Contribution; Place of Residence; *Postsecondary Education; School Registration; Student Characteristics; Student Costs; Student Employment; Student Evaluation; Student Experience; Student Financial Aid; Student Records; *Vocabulary
IDENTIFIERS	*Standardization

ABSTRACT

A handbook of terms and definitions for describing students in postsecondary education includes technical and vocational schools as well as various forms of adult education and nontraditional study. Input was gathered from 40 national organizations and 29 federal agencies; 20 organizations and agencies provided field test sites. The guide's chapters include (1) an introduction, (2) student information items, and (3) data management and confidentiality of postsecondary student data. Its objective is to encourage standardization in the use of terms and definitions by the numerous agencies, institutions, and organizations that provide, set policy for, support, and/or regulate postsecondary education. Postsecondary data elements are organized according to three major classification divisions: demographic and biographical characteristics, student's educational experience, and student's employment experience. These divisions contain the information items most needed at various levels of postsecondary education organization for purposes of policy-making, or for planning, managing, operating, and evaluating postsecondary programs and/or institutions. The main divisions of the classification are also subdivided, and data elements within these subdivisions are combined with personal qualifiers to form information items that may be used to identify a person (e.g., student and family characteristics) and to describe various personal characteristics of that individual, for example. Additionally, general technical principles and procedures for safeguarding the confidentiality of student data are considered. The 14 appendices include: information item tables, information about uses of data elements about postsecondary students, codes for states and countries, fields of study and languages, standard occupational classification system, and information about relevant legislation. (SW)

ED215656

BEST COPY AVAILABLE

Postsecondary Student Terminology:

A Handbook of Terms and Definitions for Describing Students in Postsecondary Education

by
John F. Putnam
National Center for Education Statistics

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

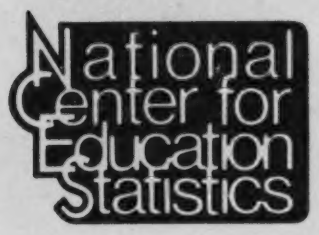
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE 015049

U.S. Department of Education
T. H. Bell
Secretary

Office of Educational Research and Improvement
Dick W. Hays
Acting Assistant Secretary

National Center for Education Statistics
Marie D. Eldridge
Administrator



NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

"The Secretary shall, insofar as practicable, develop standard definitions and terms . . . to be used by all Federal agencies in dealing with education-related information and data acquisition requests."--Section 400 A. (d)(1) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

Drafts of this manuscript were developed by Government Studies and Systems, Inc. under contract No. OEC-0-74-9264 with the National Center for Education Statistics. Jerome Ackerman served as Project Director.

FOREWORD

This handbook is a resource publication designed to encourage standardization in the use of terms and definitions by the numerous agencies, institutions, and organizations which provide, set policy for, support, and/or regulate postsecondary education. Although recent years have seen several successful attempts to develop terminology systems for college and university students, this handbook reflects the first major effort to organize and consolidate terminology for the full range of postsecondary students, including technical and vocational school students as well as students engaged in various forms of adult education and nontraditional study.

Contained in the handbook are terms and definitions for data elements and qualifiers. The handbook also contains narrative sections designed to facilitate the adoption of the terminology in information systems and to provide guidelines for protecting the confidentiality of student records. It is anticipated that this handbook will assist planners, administrators, and other decisionmakers by providing a common language which can contribute to a higher quality of data and to more efficient information management. Representing the best thinking of scores of persons knowledgeable in the field, the handbook is designed to expand, change, and grow as the field of postsecondary education itself embarks on an era of growth and change.

Development of the handbook resulted from a cooperative process. The National Center for Education Statistics (NCES), through a contract with Government Studies & Systems, Inc., coordinated the input of hundreds of persons directly involved in many aspects of postsecondary education throughout the Nation. An outline of procedures followed in the project—including mention of specific committees and panels—may be found in appendix L, pages 163-166.

While space does not permit the naming of all individuals and organizations contributing to this handbook, major participants are acknowledged on page iv and in appendix N, pages 169-186.

The project's Planning Committee played a particularly significant role in refining project procedures and reviewing project materials. This committee was comprised of persons representing the following organizations:

Adult Education Association of the U.S.A.

American Association of Collegiate Registrars and Admissions Officers

American Association of Community and Junior Colleges

American Council on Education

American Vocational Association

Education Commission of the States

National Association of Trade and Technical Schools

National Center for Education Statistics

National Center for Higher Education Management Systems

National Vocational Guidance Association

Appreciation is expressed to these organizations and their representatives.

Marie D. Eldridge
Administrator, National Center
for Education Statistics

March 1981

ACKNOWLEDGMENTS

Grateful acknowledgment is expressed for contributions made to the handbook by representatives of the following organizations:[1]

National Organizations whose members served on project committees and as reviewers:

Adult Education Association of the United States of America
American Association of Collegiate Registrars and Admissions Officers
American Association of Community and Junior Colleges
American Association of State Colleges and Universities
American College Personnel Association (APGA)
The American College Testing Program
American Council on Education
American Educational Research Association
American Personnel and Guidance Association
American Society for Training and Development
American Society of Allied Health Professions
American Vocational Association, Inc. (postsecondary department)
American Vocational Education Research Association (AVA)
The Association for Institutional Research
Association of American Colleges
Association of American Universities
Association of Independent Colleges and Schools
College Entrance Examination Board
Council of Graduate Schools in the United States
The Council on Postsecondary Accreditation
Education Commission of the States
Educational Testing Service
Engineers' Council for Professional Development
National Association for Foreign Student Affairs
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of State Budget Officers
National Association of State Scholarship Programs
The National Association of State Universities and Land-Grant Colleges
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Association of Trade and Technical Schools
National Center for Higher Education Management Systems
National Coordinating Council for Vocational Student Organizations
National Council of State Directors of Community and Junior Colleges
National Home Study Council
National Student Association
National University Extension Association
National Vocational Guidance Association (APGA)
State Higher Education Executive Officers Association

[1]The names of participating individuals are listed in appendix N.

Federal Agencies that participated in the development and review of project materials:

ACTION (education programs)
Bureau of Indian Affairs, Department of Interior
Bureau of Labor Statistics, Department of Labor
Bureau of the Census, Department of Commerce
Council of Economic Advisors
Department of Health, Education, and Welfare (HEW) Audit Agency
Employment and Training Administration, Department of Labor
Fair Information Practices Staff, HEW
Federal Interagency Committee on Education, HEW
Health Resources Administration, HEW
Immigration and Naturalization Service Department of Justice
Law Enforcement Assistance Administration, Department of Justice
National Center for Education Statistics, HEW
National Institute of Education, HEW
National Institutes of Health, HEW
National Science Foundation
Office for Civil Rights, HEW
Office of Education, HEW
Office of General Counsel–Education, HEW
Office of the Assistant Secretary for Education, HEW
Office of the Assistant Secretary for Planning and Evaluation, HEW
Social and Rehabilitation Service, HEW
U.S. Civil Service Commission
U.S. Department of Agriculture
U.S. Department of Defense
U.S. Department of Housing and Urban Development
U.S. Department of State
U.S. Energy Research and Development Administration
Veterans Administration

Organizations and Agencies that provided field test sites:

Lincoln Technical School
Mercy College of Detroit
Milwaukee Area Technical College
National Center for Educational Statistics, HEW
- Office of the Administrator
- Division of Multi-Level Statistics
- Division of Postsecondary and Vocational Education Statistics
  - Adult and Vocational Education Surveys Branch
  - Higher Education Surveys Branch

New Jersey State Department of Education, Division of Vocational Education
New Jersey State Department of Higher Education
Ocean County (N.J.) Vocational-Technical School
Ohio Board of Regents
Ohio State Department of Education, Division of Vocational Education
The Ohio State University
Pennco Technical School of Electronics
Philadelphia School of Office Training
Thomas Jefferson University, College of Allied Health Sciences
U.S. Office of Education, HEW
- Bureau of Education for the Handicapped
- Bureau of Occupational and Adult Education
- Bureau of Postsecondary Education
- Office of Guaranteed Student Loans
- Office of Planning, Budgeting, and Evaluation

The University of Pennsylvania
Wilfred Academy of Hair and Beauty Culture

CONTENTS

Page

FOREWORD iii

ACKNOWLEDGMENTS v

Chapter 1 – INTRODUCTION 1
- Benefits of Standardized Terminology 1
- Some Basic Definitions in Postsecondary Education 3
- Criteria for Including Information Items in the Handbook 4
- System of Data Elements, Qualifiers, and Information Items 4
- Classification of Data Elements and Information Items 4
- Confidentiality 4
- Relationship of the Handbook to Postsecondary Education Issues 6

Chapter 2 – STUDENT INFORMATION ITEMS 7
- Classification of Data Elements 7
- Definitions for Data Element, Qualifier, and Related Terms 7
- Use of Qualifiers 8
- Definitions of Individual Qualifiers 8
- Numeric Coding of Data Elements 10
- List of Data Elements: Demographic and Biographical Characteristics 11
- Demographic and Biographical Characteristics 12
  - Personal Identification and Characteristics 12
  - Residence 22
  - Educational/Occupational Aspirations 24
  - Financial Information 26
- List of Data Elements: Student's Educational Experience 30
- Student's Educational Experience 32
  - Institutional Identification 32
  - Admissions 33
  - Financing Student's Postsecondary Education 36
  - Registration 43
  - Participation/Performance 51
  - Termination 59
- List of Data Elements: Student's Employment Experience 62
- Student's Employment Experience 63
  - Civilian Employment Experience 63
  - Military Service Experience 66

Chapter 3 – DATA MANAGEMENT AND CONFIDENTIALITY OF POSTSECONDARY STUDENT DATA 71
Concerns About Confidentiality 71
Guidelines for Creation of Student Records and Collection of Data 73
Guidelines for Maintaining Accurate and Relevant Student Education Records 73
Guidelines for the Disclosure of Student Education Records 74
Summary 76

APPENDIXES

A Information Item Tables 79

B Notes on Uses of Specific Data Elements 103

C Uses of Data Elements About Postsecondary Students 113

D Standard Format for Calendar Date 117

E State Codes 119

F Codes for Countries, Dependencies, and Areas of Special Sovereignty . . . 121

G Part I – Major and Minor Fields of Study 125
Part II – Subject-Matter Areas 126
Part III – Languages 126

H Standard Occupational Classification System 127

I Classification of U.S. Nonimmigrant Visa Types 135

J Part I – The Family Educational Rights and Privacy Act of 1974 137
Part II – Privacy Rights of Parents and Students–Federal Regulations . . 141

K Part I – Rules and Regulations for Part B of the Education for All Handicapped Children Act 149
Part II – Rights of Handicapped Persons Under Section 504 of the Rehabilitation Act of 1973, as Amended 152
Part III – Rules and Regulations for Section 504 of the Rehabilitation Act of 1973, as Amended 154

L Activities Related to the Development of the Handbook 163

M Abbreviations and Acronyms Used in the Handbook 167

N Individual Contributions to the Development of the Handbook 169

INDEX 187

Chapter 1

INTRODUCTION

This handbook is designed to serve as a resource for decisionmakers and other persons in that community of organizations which provides, assists, influences, plans, coordinates, and/or studies postsecondary education in the United States. It was produced to encourage standardization of terminology in postsecondary education communications, with a view to enhancing the quality and efficiency of decisions. The handbook contains a listing of postsecondary student information items, their constituent data elements, and their definitions. The items included are those most frequently used in describing postsecondary students and potential postsecondary students, primarily in connection with educational planning and administration.

The primary audience for this handbook includes persons involved in planning, supporting, providing, and administering postsecondary education. This group also embraces the staffs of postsecondary institutions, professional organizations, and other educational agencies or institutions, including persons in Federal, State, and local governmental or quasi-governmental agencies, boards, and commissions.

The materials selected for inclusion in this document are intended to anticipate many of the student descriptors used by members of the target audience; however, such a document cannot be all-inclusive. Specific information needs can best be determined by the institution or organization itself, according to its policies, procedures, and decisionmaking approaches. Even within an institution, the selection of specific data elements for describing students may differ. *Thus, it is not the intention of this handbook to dictate information needs.* It is expected, rather, that once these needs have been identified, a user may employ the handbook to translate the needs into terms and definitions of acceptable (or "standard") data elements, and then into information items which will clarify and strengthen the data gathering process.

The definitions in this handbook cannot and do not take precedence over those mandated by Federal and/or State legislation. It is hoped, however, that this publication will influence the development of terminology and definitions used in future legislation and regulations. In addition, the handbook is expected to serve as a guide to Federal agencies in preparing communications and data requests about postsecondary students. Institutions which adopt the handbook's terminology should be able to respond more easily to Federal reporting requests.

This handbook is intended to allow persons responsible for the design and operation of recordkeeping and reporting systems an opportunity to review their terminology in terms not only of this handbook but also of relevant legislation and regulations and, to the degree feasible, to adopt the "standard" terms and definitions presented here.

BENEFITS OF STANDARDIZED TERMINOLOGY

Many benefits may be derived from the voluntary implementation of standardized terms and consistent definitions about students. Standardization or agreement on vocabulary can be regarded as the minimum requirement for effective communication within and among organizations committed to postsecondary education. The strengthened communication which will result from standardization will have significant impact on the quality of education as a whole by facilitating sharper evaluation and by making possible more effec-

tive planning and a better selection of educational programs and policies for the future.

In addition, benefits are expected to result from: 1) improved comparability of statistical information, 2) reduced reporting burdens, and 3) improved appraisal of student records.

1. Improved Comparability of Statistical Information

Planners, policymakers, and other data users require comparable statistical information about students (e.g., distribution of full-time enrollment by racial/ethnic group, by type of institution; or average financial aid per student, by type of institution). To ensure that these statistics are comparable, the information items used to record and report these data must be consistently defined and interpreted. This handbook provides terms and definitions which can be used across the country in collecting uniform data and in reporting comparable information about students in postsecondary education. Moreover, the use of the information items, terms, and definitions which are presented in this handbook promotes consistent recording and reporting of information among the various units of a single institution or agency.

2. Reduced Reporting Burdens

The use of standardized terms can lighten a continuing burden for suppliers of educational data. Even though student data exist in great volume in all postsecondary educational institutions and in local, State, and Federal agencies, they tend to be accumulated and filed by so many different means that requestors of information frequently cannot be satisfied, even though the data they require may exist in some form. It may be difficult for one information user to retrieve or interpret another's data without costly and tedious conversion, imputation, or special surveys. Even organizational units within a single institution frequently use different definitions for key student descriptors, thereby frustrating effective use of existing data, and making routine statistical reporting burdensome.

By offering a common language, therefore, this handbook will help to standardize the meanings of terms regularly utilized in required surveys and reports. Such standardization will help reduce the burden on the supplier and will minimize problems in interpreting and responding to data requests. This handbook is intended to be the source of terms and definitions for the National Center for Education Statistics (NCES) in collecting data about students in postsecondary education.

Centralized data banks are now being developed by State and Federal agencies which contain statistical data about education in the United States.[1] The combined use of standardized terminology and central data banks at State and national levels will result in: 1) the availability of education data based upon known standardized terms and definitions and in a known format which may be transmitted directly to users, and 2) a reduction in the number of data collection requests directed to postsecondary educational institutions, thereby easing the institutions' reporting burdens.

3. Improved Appraisal of Student Records

Communication of information about students is essential to legislators, administrators, planners, and policymakers in institutions, agencies, and organizations concerned with various aspects of postsecondary education. Information is often needed about an individual, as in the case of a person applying to an institution for admission or for financial aid, seeking to transfer, or being considered for an honors award. Information is needed also about groups of students in order to plan and establish programs, plan and project resource requirements, evaluate programs, and allocate, budget, and disburse funds. This handbook, by presenting a basic terminology, provides the common language necessary for effective communication and reporting about postsecondary students.

The extensive implementation and use of the terminology in this handbook will result in improved appraisal of student records by—

- facilitating the collection of significant postsecondary student data at all levels of educational management (local, State, and national),

[1]For example, educational researchers and policymakers can obtain timely statistics concerning education in the United States through EDSTAT. Operated by the National Center for Education Statistics (NCES), EDSTAT comprises large data bases (with a total of several hundred million characters of educational data) which can be accessed via remote computer terminals throughout the United States. In addition, EDSTAT maintains a library of computer tapes containing education data collected by NCES and other public agencies. For further information, write: EDSTAT, National Center for Education Statistics, 400 Maryland Avenue SW., Washington, D.C. 20202.

- promoting accurate interpretation of student records and reports, and
- assisting in the accurate and timely communication of data about students.

SOME BASIC DEFINITIONS IN POSTSECONDARY EDUCATION

Four terms and their definitions are basic to the purposes and uses of this handbook: "postsecondary education institution," "postsecondary student," "postsecondary student data," and "postsecondary education." These four definitions are interrelated, and should be considered as a group in order to be fully understood.

A *postsecondary education institution* is defined as an academic, vocational, technical, home study, business, professional, or other school, college or university—or other organization or person—offering educational credentials or offering instruction or educational services (primarily to persons who have completed or terminated their secondary education or who are beyond the age of compulsory school attendance) for attainment of educational, professional, or vocational objectives.[2] Postsecondary education institutions may be classified as either publicly or privately controlled; the privately controlled group includes two major categories: private nonprofit schools, and proprietary schools.

Postsecondary education institutions may be grouped in the following manner, regardless of their source(s) of funding or their method(s) of delivering instruction:

- universities, colleges, and other educational institutions offering programs leading to bachelor's, master's, first-professional, and/or doctor's degrees;
- community/junior colleges and other 2-year educational institutions offering programs leading to associate degrees, diplomas, certificates of completion, and/or their equivalents;
- vocational-technical schools, technical institutes, business schools, flight schools, cosmetology/barber schools, trade schools, hospital schools, and other schools offering occupational training programs, frequently leading to diplomas or certificates; and
- other training sources providing instruction in a program of postsecondary education, including local education agencies, business organizations, labor unions, professional organizations, religious organizations, museums, libraries, and individuals, but *only* when such education is offered to the general public.[3]

A *postsecondary student*, for purposes of this handbook, is defined as a person for whom instruction is provided in postsecondary education (as defined below) under the auspices of a postsecondary education institution (as defined above). Such instruction may be provided by direct student-teacher interaction or by some other medium such as television, radio, telephone, or correspondence.

Postsecondary student data, in this handbook, includes information about individuals who have sought admission to a postsecondary education institution, currently are postsecondary students, or previously have been postsecondary students.

It is expected that most student data collected will be concerned with those students who have requested admission and are currently registered at an institution, or who have terminated attendance. Information on those applicants who have been rejected by an institution—or who have been admitted but did not attend—also may be desired; for this reason the definition of student data is broad enough to describe applicants to an institution, whether or not they subsequently attend. The context of a given report, the data element, and the qualifier[4] usually provide sufficient information to determine whether the student data being reported refer to an applicant, a current student, or a former student.

Postsecondary education includes all instruction provided for persons who have completed secondary education or who have discontinued secondary education and are beyond the age of compulsory school attendance.

---

[2]This is, essentially, the definition of postsecondary educational institutions endorsed by the Federal Interagency Committee on Education and published in "Definition of Postsecondary Educational Institution," *FICE Report*, vol. 1, no. 3 (June 1974). Furthermore, the "attainment of educational, professional, or vocational objectives" can be interpreted as including personal or avocational objectives.

[3]While this handbook is designed to provide descriptors for persons (students) receiving instruction in situations open to the public, the concepts and terms may apply also to persons receiving instruction in other situations.

[4]A discussion of data elements, qualifiers, and information items is included in the introduction to chapter 2.

CRITERIA FOR INCLUDING INFORMATION ITEMS IN THE HANDBOOK

Three operating rules regarding information items were developed, which, when taken together, comprised the criteria used for determining which information items are included in this handbook. These three rules are listed below, followed by the criteria.

Rule 1

The information item is directly related to persons who may participate, are participating, or have participated in postsecondary education, and is generally used by postsecondary educational institutions to describe the education status, activities, and performance of these persons for purposes such as planning, managing, researching, and evaluating educational programs.

Rule 2

The information item is among the most frequently used items needed for communicating about individual students or about groups of students within and among postsecondary educational institutions, with other educational institutions and organizations, or with agencies of Federal, State, and local governments with which postsecondary educational institutions interact.

Rule 3

The information item is important for the analysis of those major issues facing postsecondary education in which data about students are necessary for evaluations and forecasts and for the development of educational plans and programs.

Using these rules in combination, an information item (and its constituent data element and qualifier) was selected for inclusion in this handbook if it satisfied either of the following criteria:

Criteria for Inclusion

- The information item satisfies Rule 1 (it is needed to describe students) *AND* Rule 2 (it is frequently communicated externally); or
- The information item satisfies Rule 1 (it is needed to describe students) *AND* Rule 3 (it is needed for the analysis of major postsecondary educational issues). In this case, the information is not necessarily communicated at the present time, but has a high probability of being reported and exchanged in the near future.

SYSTEM OF DATA ELEMENTS, QUALIFIERS, AND INFORMATION ITEMS

There is an important distinction between *information items* and the *data elements* and *qualifiers* of which they are constituted. The data elements and qualifiers are the building blocks for information items, and a relatively small set of data elements and qualifiers can be used to generate a large set of information items. Data elements and qualifiers are described in chapter 2, and appropriate information items are shown with each data element. In appendix A, data elements and information items are listed and categorized in tabular format. The distinction between data elements and qualifiers is discussed in the introduction to chapter 2.

CLASSIFICATION OF DATA ELEMENTS AND INFORMATION ITEMS

To aid users of the handbook in locating data elements and information items the data elements in chapter 2 and the information items in appendix A are organized according to the same classification structure and follow an identical sequence and numbering system. The classification structure is presented in figure 1.

CONFIDENTIALITY

Because the privacy of students must be protected, it is necessary for educational institutions and agencies to regulate carefully: (1) the kinds of data included in students' records, (2) the procedures for reviewing, verifying, and correcting student records, and (3) the conditions, if any, under which portions of these records may be communicated to others. Further, agencies must establish policies for the use and disposition of student data in conformance with applicable laws

FIGURE 1– CLASSIFICATION STRUCTURE: DATA ELEMENTS AND INFORMATION ITEMS

Classification Structure		Data Elements Defined on Pages Numbered	Information Items Classified on Pages Numbered
1	DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS	(12-29)	(80-87)
11	PERSONAL IDENTIFICATION AND CHARACTERISTICS	12-22	81-83
12	RESIDENCE	22-24	84
13	EDUCATIONAL/OCCUPATIONAL ASPIRATIONS	24-25	85
14	FINANCIAL INFORMATION	26-29	86-87
2	STUDENT'S EDUCATIONAL EXPERIENCE	(32-61)	(88-99)
21	INSTITUTIONAL IDENTIFICATION	32-33	89
22	ADMISSIONS	33-36	90
23	FINANCING STUDENT'S POST-SECONDARY EDUCATION	36-43	91-93
24	REGISTRATION	43-51	94-95
25	PARTICIPATION/PERFORMANCE	51-59	96-98
26	TERMINATION	60-61	99
3	STUDENT'S EMPLOYMENT EXPERIENCE	(63-69)	(100-102)
31	EMPLOYMENT EXPERIENCE	63-66	101
32	U.S. MILITARY SERVICE EXPERIENCE	66-69	102

and regulations. Procedures for collection, maintenance, and disclosure of postsecondary student data to safeguard confidentiality are recommended in chapter 3.

RELATIONSHIP OF HANDBOOK TO POSTSECONDARY EDUCATION ISSUES

Part of the effort to develop this handbook included the identification of some of the most important student-related issues which concern policymakers and planners in postsecondary education.[5] A consideration of the information required to address these issues, to form policies, and to develop solutions for problems guided the selection of certain information items for inclusion. A brief discussion of the issues and of certain activities that were performed in preparation for the development of the handbook is included in appendix L, pages 163-166.

[5]Government Studies & Systems, Inc., *Postsecondary Education Policy Issues and Related Standard Terminology Needs.* A report prepared for the National Center for Education Statistics, 1980. Submitted to the Educational Resources Information Center (ERIC).

Chapter 2

STUDENT INFORMATION ITEMS

This chapter contains terms and definitions for data elements and qualifiers. Listed for each data element are the information items formed by combining the data element with appropriate qualifiers. These information items meet the basic criteria for inclusion as specified in chapter 1, pages 4 and 5. A reference guide to information items appears in appendix A, pages 79-102.

In this chapter, qualifiers are discussed and defined first, beginning on page 8. Definitions for the data elements start on page 12. Explanatory notes and examples are included with many of the definitions. References are also made to related terms or to the appendixes in the handbook.

Mutually exclusive multiple choice responses are provided for many data elements. For example, the data element "sex" has the multiple choice responses of "male" and "female." Multiple choice responses for a data element are defined where deemed necessary. In some instances, multiple choice responses are not provided. Data elements without multiple choice responses include cases where the response consists of a number, proper noun, or a phrase (such as "election to Phi Beta Kappa").

When reviewing and interpreting the terms and definitions of this chapter, postsecondary education institutions and organizations should take into account existing Federal, State, and local laws and regulations for reporting educational data, as well as their own data needs.

The definitions of this chapter are not intended to replace legislated definitions. However, it is anticipated that this handbook will influence the definitions and the terms introduced in future legislation.

CLASSIFICATION OF DATA ELEMENTS

The postsecondary student data elements defined in this chapter are organized according to three major classification divisions. (Each of these divisions is described on the page noted below.)

DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS (page 12)

STUDENT'S EDUCATIONAL EXPERIENCE (page 32)

STUDENT'S EMPLOYMENT EXPERIENCE (page 63)

These divisions contain the information items most needed at various levels of postsecondary education organization for purposes of policymaking, or for planning, managing, operating, and evaluating postsecondary programs and/or institutions.

DEFINITIONS FOR DATA ELEMENT, QUALIFIER, AND RELATED TERMS

A *term* is one or more words representing a concept; a *definition* is a brief narrative describing the concept. Terms have been selected so as to be descriptive of concepts, but it is necessary to refer to the definition for the exact meaning. For example, reference to the definition for the commonly used term "local

address" indicates that, in the context of this handbook this term is meant to apply *only* to a *student's* address while in attendance at a particular postsecondary institution.

An *attribute* is a single characteristic or quality of an entity such as a student. This may be a data element requiring a single-element completion response (such as legal name, birth date, or permanent address) or a categorical subdivision of a data element (such as Black, female, or married).

A *data element*, consisting of a term and a definition, is the smallest defined unit of information comprising an attribute or a set of related attributes for describing an entity such as a student. Conceptually, this is a field (in a data base) which is not aggregated. As a single attribute (e.g., legal name, birth date, and permanent address), a data element requires a single-element completion response. As a set of related attributes (e.g., racial/ethnic group, sex, and marital status), a data element is complete (i.e., it covers all possibilities) and incorporates mutually exclusive alternate choices.

A *qualifier* consists of a term and related definition which determine the application of a data element. For example, when the data element "legal name" is modified by the qualifier "student," the application of the data element is restricted to data concerning the student. In this way, the information item "student's legal name" is formed. See pages 8 and 9 for a discussion of the appropriate use of qualifiers for each of the classification divisions.

An *information item* refers to the combination of a data element and a qualifier, which together identify a specific unit of data which can be used to describe a postsecondary student. For example, "student's legal name" and "student's local address" are two information items pertaining to the identification and residence of a student, respectively. The definition of an information item can be constructed by referring to the definitions in this chapter of the component data element and qualifier. The applicability of such derived definitions for information items has been tested only for the items presented in this chapter.

The system of data elements, qualifiers, and information items used in this handbook meets the following basic objectives:

- redundancy of definitions is substantially reduced; each data element and qualifier is defined once, rather than each time the data element or qualifier appears in an information item,
- diverse information needs can be based on a relatively small set of common data elements and qualifiers, and
- many information items can be generated by manipulating a small set of data elements and qualifiers, without the need to develop new definitions.

USE OF QUALIFIERS

Specific sets of qualifiers are associated with each division of the classification structure. It is assumed that only "current" data are required in relation to the DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS division. Therefore, only the personal qualifiers "student," "female parent," "male parent," "parents," and "spouse" are shown for this division.

In the second division, STUDENT'S EDUCATIONAL EXPERIENCE, the institutional qualifiers act to establish a time-frame. Personal qualifiers are not necessary since all items in this section describe the student.

In the third division, STUDENT'S EMPLOYMENT EXPERIENCE, the time-frame qualifiers "previous," "current," and "subsequent" act to distinguish employment which has been completed from that which is still continuing, or which occurs after the individual has left a given postsecondary institution. Information items modified by the qualifier "subsequent" denote student outcome information limited to employment and educational experience as it is assumed that institutions and agencies are frequently interested in certain aspects of student's experience subsequent to having attended the institution.

Information items which deal with events occurring prior to a student's enrollment at the institution collecting data (e.g., experiences in "secondary" or "previous postsecondary" institutions and "previous employment or military service") may be repeated in a student record as often as required in order to collect all relevant information. For example, "formal award received at previous postsecondary institution" may be recorded in the student record for every previous postsecondary institution a student has attended.

DEFINITIONS OF INDIVIDUAL QUALIFIERS

Data elements are combined with qualifiers to form information items. In the case of the personal quali-

fiers, namely "student," "spouse," "female parent," "male parent," and "parents," the possessive is used when these qualifiers are part of an information item (e.g., "student's," "spouse's"). The institutional qualifiers ("secondary," "previous postsecondary," "current postsecondary") are included as part of qualifying phrases, such as "at current postsecondary institution." The qualifiers "previous" and "current" generally are not changed or modified when used as part of an information item.

PERSONAL QUALIFIERS

(*Postsecondary*) *Student*–A person for whom instruction is provided in postsecondary education under the auspices of a postsecondary education institution (see chapter 1, page 3). Such persons generally have completed or discontinued their secondary education and are beyond the age of compulsory school attendance. A student may receive instruction by direct student-teacher interaction or by some other medium such as television, radio, telephone, or correspondence. *Postsecondary student data* includes information about persons who have sought admission to a postsecondary educational institution, currently are postsecondary students, or previously have been postsecondary students.

Female Parent–A student's current female parent, by natural parentage or by legal determination (e.g., adoption or guardianship). See RELATIONSHIP TO STUDENT, page 16, for the specific relationship of the Female Parent to the student.

Male Parent–A student's current male parent, by natural parentage or by legal determination (e.g., adoption or guardianship). See RELATIONSHIP TO STUDENT, page 15, for the specific relationship of the Male Parent to the student.

Parents–A student's current female parent *and* male parent, by natural parentage or by legal determination. The qualifier "parents" is included because information items concerning certain aspects of the parents' combined situation sometimes are required, rather than about an individual parent. In some cases separate responses from a female parent and a male parent might be impossible and/or might produce duplication of data. For example, "amount of female parent's assets" plus "amount of male parent's assets" might produce duplication if assets are held in both names. Even if assets are in separate names, "amount of parents' assets" will provide the appropriate aggregation. For most financial uses the female/male parent distinction is unnecessary.

Spouse–The person to whom the student is legally married.

INSTITUTIONAL QUALIFIERS[1]

Current Postsecondary Institution (CPI)–The postsecondary education institution which collects and provides data about a student.

Previous Postsecondary Institution (PPI)–Any postsecondary education institution which a student attended previous to attendance at an institution collecting data about the student. See the definition of postsecondary institution in chapter 1, page 3.

Subsequent Postsecondary Institution (SPI)–Any postsecondary education institution attended by a student after he/she terminated attendance at an institution collecting data about the student.

Secondary School–Any secondary school attended by a student. A secondary school is a school comprising any span of grades beginning with the next grade following an elementary or middle school and ending with or below grade 12. Institutional information about junior high schools attended by a student should be reported using the qualifier "secondary." It is necessary that Secondary School be defined within these parameters in accordance with each State's relevant legislation. Any transmittal of information regarding Secondary School must be accompanied with a specific statement as to the grades encompassed (e.g., grades 9 through 12).

TIME-FRAME QUALIFIERS[2]

Current–A reference to events or situations occurring (or having occurred) concurrently with a student's educational activity at an institution collecting data about the student. Where necessary, the events and situations occurring within this time-frame may be further clarified by specifying, for example, a given year, semester, or date.

Previous–A reference to events or situations which took place prior to a student's experience at an institution collecting data about the student.

Subsequent–A reference to events or situations occurring after a student leaves an institution collecting data about the student.

---

[1]Where necessary, the qualifiers "Elementary School" and "Middle School" may be used, but only when these have been specifically defined. *See* appendix B, page 103, for a discussion of institutional qualifiers.

[2]See appendix B, page 103, for a discussion of time-frame qualifiers.

NUMERIC CODING OF DATA ELEMENTS

Each term which represents a data element or data element group has been assigned a number. This number indicates (1) the data element group or subgroup of which the data element is a subdivision and (2) the level of detail. The level of detail is indicated by the number of digits in the number, as follows:

X	MAJOR CLASSIFICATION
XX	First level of detail (principal segment of the major classification)
XX XX	Second level of detail (division of the principal segment of the major classification)
XX XX XO	Third level of detail (subdivision of the division of the principal segment of the major classification)
XX XX XX	Fourth level of detail
XX XX XX.XX	Mutually-exclusive subdivision of a data element

(Note: The space between sets of digits is used only to aid the visual determination of level of detail; its use is not required.)

Mutually-exclusive, multiple-choice subdivisions of data elements are indicated by the use of a decimal point followed by two digits. These two digits may be used or adapted for use as a code.

FIGURE 2A—LIST OF DATA ELEMENTS: DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS

	Data Element	Defined on page
11	PERSONAL IDENTIFICATION AND CHARACTERISTICS	12
11 01	NAME	12
11 01 10	Legal Name	12
11 01 20	Any Other Name	12
11 02	BIRTHDATE	12
11 03	BIRTHPLACE	13
11 04	DATE OF DEATH	13
11 05	RACIAL/ETHNIC GROUP	13
11 06	SEX	13
11 07	COUNTRY OF CITIZENSHIP	14
11 08	CITIZENSHIP STATUS (within U.S.)	14
11 09	SOCIAL SECURITY NUMBER	15
11 10	STUDENT IDENTIFICATION NUMBER	15
11 11	RELATIONSHIP TO STUDENT	15
11 12	HIGHEST LEVEL OF EDUCATION COMPLETED	16
11 13	OCCUPATION CATEGORY	17
11 14	PROFESSIONAL CERTIFICATION/ LICENSURE(S)	17
11 15	PROFICIENCY WITH ENGLISH	17
11 16	PRIMARY LANGUAGE	18
11 17	OTHER LANGUAGE(S) IN WHICH PROFICIENT	18
11 18	MARITAL STATUS	18
11 19	DEPENDENCY STATUS	19
11 19 10	Number of Dependents	19
11 19 20	Number of Dependents in Post-secondary Education Institutions	20
11 20	HANDICAP CATEGORY	20
11 20 00.10	Visually Handicapped	20
11 20 00.20	Hearing Handicapped	21
11 20 00.30	Deaf-Blind	21
11 20 00.40	Orthopedically Handicapped	21
11 20 00.50	Other Health Handicapped	21
11 20 00.60	Speech Handicapped	21
11 20 00.70	Mentally Handicapped	22
11 20 00.80	Multihandicapped	22
11 21	SPECIAL ASSISTANCE NEEDS	22

	Data Element	Defined on page
12	RESIDENCE	22
12 01	ADDRESS	22
12 01 10	Permanent Address	22
12 01 20	Legal Address	23
12 01 30	Local Address	23
12 02	TYPE OF HOUSING	23
12 03	RESIDENCY STATUS	23
12 04	DISTANCE BETWEEN LOCAL ADDRESS AND POSTSECONDARY INSTITUTION	24
13	EDUCATIONAL/OCCUPATIONAL ASPIRATIONS	24
13 01	OBJECTIVES IN ATTENDING POSTSECONDARY EDUCATION INSTITUTION	24
13 02	HIGHEST FORMAL AWARD SOUGHT	25
13 03	CAREER/OCCUPATION ASPIRATION	25
14	FINANCIAL INFORMATION	26
14 01	TOTAL PERSONAL INCOME	26
14 01 10	Earnings	26
14 01 20	Government Benefits	26
14 01 30	Income From Other Sources	27
14 02	FAMILY INCOME	27
14 03	ADJUSTED GROSS INCOME	28
14 04	ASSETS	28
14 04 10	Type of Asset	28
14 04 20	Current Market Value of Asset	28
14 05	LIABILITIES	29
14 05 10	Type of Debt	29
14 05 20	Amount of Debt	29
14 06	NET WORTH	29

The inclusion of a data element does *not* imply that data must be collected for the data element. Factors such as the nature and specificity of information needs, availability of data, and confidentiality of student data should be considered in determining whether, when, and how to collect data.

1 Demographic and Biographical Characteristics

This major division of the classification consists of four subdivisions:

- Personal Identification and Characteristics
- Residence
- Educational/Occupational Aspirations
- Financial Information.

Data elements within these subdivisions are combined with personal qualifiers to form information items which may be used to identify a person and to describe his/her socioeconomic background and aspirations. See page 9 for the personal qualifiers and their definitions. Also refer to appendix A, pages 80-87 for a tabular presentation of information items formed by combining the data elements in this division with personal qualifiers.

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS

Data elements in this section, when combined with personal qualifiers, form information items that can be used to identify a person, (e.g., a student, his/her parents, or his/her spouse) and to describe various personal characteristics of that individual.

11 01 NAME

The legal name and any other name by which a person is known or may have been known.

11 01 10 Legal Name

The full legal name of a person, including last (or family) name, first (or given) name, and middle (or other) name, and any appendage such as Jr., III, etc. For a married woman, this generally includes her current married name; her maiden name should be included below under "Any Other Name." A hyphenated combination of maiden name and married name (e.g., Mary Beth Smith-Jones) should be included under this heading if it has legal status; otherwise, it should be included under "Any Other Name."

Information Items:

– Student's Legal Name
– Female Parent's Legal Name
– Male Parent's Legal Name
– Spouse's Legal Name

11 01 20 Any Other Name

Any name, other than the legal name, by which a person is known or may have been known, including the maiden name of a married female, or the traditional tribal or clan name of an American Indian. This includes any name which previously may have been used at the current or any previous educational institution. In Samoa, the Matai name should be recorded here.

Information Item:

– Any Other Name of the Student

11 02 BIRTHDATE

The year, month, and day of a person's birth as designated on his/her legal birth registration or certificate. See appendix D, page 117, for the standard format for coding calendar date.

11 02 **BIRTHDATE—Continued**

Information Item:

– Student's Birthdate

11 03 **BIRTHPLACE**

The local governmental unit (e.g., city, county, township) and State, U.S. territory, or foreign country in which a person was born. See appendixes E and F, page 119 and pages 121-123, for standardized codes for States and countries.

Information Item:

– Student's Birthplace

11 04 **DATE OF DEATH**

The year, month, and day on which a person died. See appendix D, page 117, for the standard format for coding calendar date.

Information Items:

– Date of Student's Death
– Date of Female Parent's Death
– Date of Male Parent's Death

11 05 **RACIAL/ETHNIC GROUP**[3]

A person's racial or ethnic heritage.

11 05 00.01 **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

.02 **Asian or Pacific Islander** – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

.03 **Black** – A person having origins in any of the black racial groups of Africa.

.04 **Hispanic** – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

.05 **White** – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Information Item:

– Student's Racial/Ethnic Group

11 06 **SEX**

11 06 00.01 **Male**

[3]See appendix B, pages 103-107, for a discussion of alternatives for recording and reporting RACIAL/ETHNIC GROUP.

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS—Continued

11 06 SEX—Continued

11 06 00.02 Female

Information Item:

– Student's Sex

11 07 COUNTRY OF CITIZENSHIP

The country (or countries) of which a person is legally a citizen or national. If a person holds dual citizenship, both countries of citizenship may be listed and a preference may be specified. A person who is not legally a citizen of any country may specify "Stateless" in response to this information item. See pages 121-123 for the standardized codes for countries.

Information Item:

– Student's Country of Citizenship

11 08 CITIZENSHIP STATUS (WITHIN U.S.)

An indication of a person's citizenship status within the United States. For reporting purposes, the country of citizenship and/or the nonimmigrant visa type may be specified for a person classified as a nonimmigrant. See also COUNTRY OF CITIZENSHIP above. Also refer to pages 121-123 for standardized country codes, and to page 135 for nonimmigrant visa types.

11 08 00.01 U.S. Citizen or U.S. National – A citizen of the United States, whether native born or naturalized; or in the case of a U.S. National, a person who is a citizen of the U.S. or a person who, though not a citizen, owes permanent allegiance to the U.S.

.02 Immigrant (Permanent Resident) – An alien[4] who has been lawfully admitted for permanent residence to the U.S. Such a person may stay for an indefinite period of time and is not compelled to become a naturalized citizen.

.03 Applicant for Permanent Resident Status – A nonresident alien who has applied for permanent resident status and who can furnish proof that he or she is in the United States for more than a temporary purpose and intends to become a permanent resident (immigrant). Evidence of such intention may be either an Approval Notice of an Immigrant Visa Petition from the Immigration and Naturalization Service (INS) or other evidence from INS that the individual is an applicant for permanent resident status.

.04 Nonimmigrant – An alien lawfully admitted to the U.S. who has come temporarily for the specific purpose of carrying out an activity or activities as permitted in the Immigration and Nationality Act, as amended. Refer to page 135 for categories of nonimmigrant visa types of particular interest to postsecondary institutions.

.05 Parolee – An alien not otherwise admissible in any other way who is paroled into the U.S. At its discretion, INS may "parole in" an alien who, for example, is not admissable in any

[4] An alien is a person who is not a citizen or national of the U.S.

ERRATA

Pages 14-15

11 08 00.05 Parolee--An alien whose entry into the U.S. was approved under Section 212(d)(5) of the Immigration and Naturalization Act. The Attorney General may, at his discretion, allow the entry of any alien for emergent reasons or for reasons deemed strictly in the public interest. Such persons may be paroled for an indefinite period, as is illustrated by the granting of such status in the 1970's to many refugees from Vietnam, Cambodia, and Laos.

.06 Refugee--An alien admitted into the U.S. as a "refugee" under provisions of the Refugee Act of 1980. Prior to 1980, such persons were "paroled into" the U.S. and referred to as "parolees." Since the effective date of the Refugee Act, they have been admitted pursuant to such Act and are classified as "refugees."

.07 Stateless--The status of a person who does not owe allegience to nor is entitled to the protection of any country or government.

11 08 00.05 **Parolee-Continued**

regular nonimmigrant category or an alien whose primary inspection at the port of entry reveals inadequate documentation. The authority to parole certain groups such as refugees rests with the Attorney General. Such persons may be paroled for an indefinite period, as is illustrated by the granting of such status in the 1970's to many refugees from Vietnam, Cambodia, and Laos.

.06 **Stateless** – The status of a person who does not owe allegiance and is not entitled to the protection of any country or government.

.09 **Other Type of Citizenship Status (Specify)**

Information Item:

– Student's Citizenship Status

11 09 **SOCIAL SECURITY NUMBER**

The number assigned to a person by the U.S. Social Security Administration.[5]

Information Items:

– Student's Social Security Number
– Female Parent's Social Security Number
– Male Parent's Social Security Number
– Spouse's Social Security Number

11 10 **STUDENT IDENTIFICATION NUMBER**

The unique number (or configuration of characters) assigned to the student by the institution and used for identification and recordkeeping purposes. In some postsecondary institutions social security numbers are used as student identification numbers.

Information Item:

– Student's Identification Number
– Spouse's Student Identification Number (if in the same institution)

11 11 **RELATIONSHIP TO STUDENT**

The nature of the relationship of the male parent and/or the female parent to the student. Where more than one category is applicable, select the category with the lowest code number. See page 9 for definitions of male and female parents.

Male Parent

11 11 00.01 **Father**
.02 **Stepfather**
.03 **Legal Male Guardian** (other than father or stepfather)
.04 **Foster Father**
.49 **Other Relationship** (specify)

[5]Federal, State, or local governmental agencies cannot require an individual to disclose his/her social security number for use in maintaining a system of records that was not in existence as of January 1, 1975, unless mandatory disclosure is specifically authorized by Federal Statute. Any governmental request for disclosure of a person's U.S. social security number must indicate whether such disclosure is mandatory or voluntary, by what statutory or other authority the U.S. social security number is solicited, and what uses will be made of it. (P.L. 93-579 (December 31, 1974) *Privacy Act of 1974*. 83 Stat. 1909.)

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS–Continued

11 11 RELATIONSHIP TO STUDENT–Continued

Female Parent

11 11 00.51	**Mother**
.52	**Stepmother**
.53	**Legal Female Guardian** (other than mother or stepmother)
.54	**Foster Mother**
.99	**Other Relationship** (specify)

Information Items:

– Female Parent's Relationship to Student
– Male Parent's Relationship to Student

11 12 HIGHEST LEVEL OF EDUCATION COMPLETED

The extent of a person's formal education, as indicated by the highest grade or equivalent of elementary/secondary school completed or the highest formal award received. See appendix B, page 107, for a further discussion of this term. See page 56 for definitions of Formal Awards.

11 12 00.01	**No Formal Education**
.05	**Less Than Grade 8**
.08	**Grade 8**
.09	**Grade 9**
.10	**Grade 10**
.11	**Grade 11**
.12	**Grade 12, No Diploma**
.14	**Grade 12, Received High School Diploma**
.15	**Certificate of High School Equivalency**
.17	**Postsecondary Certificate or Diploma for Less Than 1 Year** (equivalent to less than 1 year of full-time participation)[6]
.18	**Postsecondary Certificate or Diploma for 1 Year or More** (equivalent to 1 year or more of full-time participation which does not result in a degree)[6]
.19	**Some College – No Certificate, Diploma, or Degree**
.21	**Associate Degree**
.22	**Bachelor's Degree**
.23	**First-Professional Degree**
.24	**Master's Degree**
.25	**Specialist's or Intermediate Degree**
.26	**Doctor's Degree**

Information Items:

– Student's Highest Level of Education Completed
– Female Parent's Highest Level of Education Completed
– Male Parent's Highest Level of Education Completed

[6]Full-time participation (referred to in categories .17 and .18) is discussed on pages 109-110 of appendix B.

11 13 **OCCUPATION CATEGORY**

The nature of the principal work currently performed by a person. The occupation classification categories given below represent the major divisions of the Standard Occupational Classification System (SOC).[7] See pages 127-134 for the more detailed set of occupations in the SOC system.

11 13 00.11-14	**Executive, Administrative, and Managerial Occupations**
.15-16	**Engineers and Architects**
.17-18	**Natural Scientists and Mathematicians**
.19-21	**Social Scientists, Social Workers, Religious Workers, and Lawyers**
.22-25	**Teachers, Librarians, and Counselors**
.26-28	**Health Diagnosing and Treating Practitioners**
.29-30	**Registered Nurses, Pharmacists, Dietitians, Therapists, and Physician's Assistants**
.32-34	**Writers, Artists, Athletes, and Entertainers**
.36	**Health Technologists and Technicians**
.37-39	**Technologists and Technicians, Except Health**
.40-43	**Marketing and Sales Occupations**
.45-48	**Clerical Occupations**
.50-53	**Service Occupations**
.55-58	**Agricultural and Forestry Occupations, Fishers and Hunters**
.60-62	**Construction and Extractive Occupations**
.63-65	**Transportation and Material Moving Occupations**
.66-67	**Mechanics and Repairers**
.71-79	**Production Working Occupations**
.81-84	**Material Handlers, Equipment Cleaners, and Laborers**
.91	**Military Occupations**
.99	**Miscellaneous Occupations**

Information Items:

– Student's Occupation Category
– Female Parent's Occupation Category
– Male Parent's Occupation Category
– Spouse's Occupation Category

11 14 **PROFESSIONAL CERTIFICATION/LICENSURE(S)**

A document(s) awarded to a person by an organization or agency–other than the postsecondary education institution–permitting that person to legally engage in a specific occupation or certifying a level of expertise in a given field. The name and/or type of certification/licensure may be specified, as well as the issuing organization, the effective dates, and the document number.

Information Items:

– Student's Professional Certification/Licensure

11 15 **PROFICIENCY WITH ENGLISH**

An indication of a person's ability to understand instruction in the English language. This includes the ability to read, write, and speak at a level which the institution regards as adequate

[7]U.S. Department of Commerce, *Standard Occupational Classification Manual* (Washington, D.C.: U.S. Government Printing Office, 1977). Minor modifications for the Standard Occupational Classification System were being prepared at the time this handbook was in the publication process.

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS–Continued

11 15 PROFICIENCY WITH ENGLISH–Continued

for pursuing a specific program of studies as offered by the institution. A description of the measure or criterion used to determine proficiency (e.g., name of placement test or Test of English as a Foreign Language (TOEFL)) should be included when this information is sent outside the institution.

11 15 00.01 **Proficient**
.02 **Not Proficient**

Information Item:

– Student's Proficiency With English

11 16 PRIMARY LANGUAGE

The language which a person uses and comprehends most easily.

11 16 00.01 **English**
.02 **Other Than English** (Specify)[8]

Information Item:

– Student's Primary Language

11 17 OTHER LANGUAGE(S) IN WHICH PROFICIENT

Any language(s) or dialect(s), excluding the primary language, in which the person has some degree of proficiency (i.e., speaking, reading and/or writing). Any such language or dialect should be specified.[8]

Information Item:

– Other Language in Which Student is Proficient

11 18 MARITAL STATUS

The current legal status of a person with respect to marriage.

11 18 00.10 **Unmarried**
.11 ***Never Married***
.12 ***Widowed***
.13 ***Divorced***
.20 **Married**
.21 ***Spouse Present***
.22 ***Spouse Absent***

Information Item:

– Student's Marital Status

[8]Codes for languages are included in part III of appendix G on page 126.

11 18 **Marital Status–Continued**

– Male Parent's Marital Status
– Female Parent's Marital Status

11 19 **DEPENDENCY STATUS**[9]

An indication of the financial relationship of a student to his/her parents, identifying the student as either independent of, or dependent upon, his/her parents for purposes of determining eligibility for student financial assistance.

11 19 00.01 **Independent or Self-Supporting Status** – The status of a student who satisfies all three of the following conditions:

– Has not and will not be claimed as an exemption for Federal income tax purposes by any person except his/her spouse for the calendar year(s) in which aid is received and the calendar year immediately prior to the academic year for which aid is requested;

– Has not received and will not receive financial assistance of more than $1,000 from his/her parent(s) in the calendar year(s) in which aid is received and the calendar year immediately prior to the academic year for which aid is requested; and

– Has not lived or will not live for more than six weeks in the home of a parent during the calendar year in which aid is received and the calendar year immediately prior to the academic year for which aid is requested.

.02 **Dependent Status** – The status of a student who does not meet all three of the conditions for independent or self-supporting status as defined above.[10]

NOTE: These definitions for independent and dependent student status appear in the Federal regulations governing the Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, College Work-Study, and National Direct Student Loan programs. For the Guaranteed Student Loan Program, these same rules are used with the exception that the criteria are applicable to the 12 months preceding the date of the application. For the State Student Incentive Grant Program, "independent or self-supporting student" means an independent or self-supporting student as defined by each State.[11] The user is advised that these definitions are subject to change as legislation and Federal regulations are amended and/or approved, and that the regulations for other Federal, State, local and institutional programs may require other definitions of independent and dependent student status.

Information Item:

– Student's Dependency Status

11 19 10 **Number of Dependents**

The number of persons who are financially dependent on a given person. Unless stated otherwise, that person is included in the count of dependents if he/she is financially independent of others. *See also* DEPENDENCY STATUS above.

---

[9]These definitions of dependency status appearing in OE/BSFA regulations are expected to remain in effect at least through June 30, 1981.

[10]For permissable disclosure of student information to the parents of postsecondary students under the Family Educational Rights and Privacy Act (FERPA) of 1974, the test of dependency is considered to be met by the IRS definition as contained in Section 152 of the Internal Revenue Code of 1954.

[11]45 C.F.R. 192.2 (1978 ed).

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS–Continued

11 19 DEPENDENCY STATUS–Continued

11 19 10 Number of Dependents–Continued

Information Items:

– Number of Student's Dependents
– Number of Parents' Dependents

11 19 20 Number of Dependents in Postsecondary Education Institutions

The number of persons who are financially dependent on an individual and who are registered to receive instruction in any postsecondary education institution.

Information Items:

– Number of Student's Dependents in Postsecondary Institutions
– Number of Parents' Dependents in Postsecondary Institutions

11 20 HANDICAP CATEGORY

As used in this handbook, an *impairment* is defined as an atypical physical, health, sensory, or mental condition which, without the use of any corrective device, may adversely affect a person's educational performance. A *handicap* is seen as an impairment which is sufficiently severe as to adversely affect a person's educational performance. A *handicap category* is used for aggregating and reporting information about students having a type of handicapping condition, as identified according to applicable State and Federal statutes and regulations.[12]

The handicap categories presented in this handbook include those which are considered most appropriate in postsecondary education; that is, they may be used for counting postsecondary students with physical, health, sensory, and mental handicaps.

In recording data about students with multiple handicaps, students who are both visually and hearing handicapped should be separately identified. Other students with multiple handicaps should be identified in their primary handicap category *and* as multihandicapped; their second handicap category may be designated separately where appropriate.

11 20 00.10 Visually Handicapped

Persons who have a visual impairment which, even with correction, is sufficiently severe as to adversely affect their educational performance. A person identified as visually handicapped may be referred to as partially seeing or blind, according to the nature and severity of the handicap. See also DEAF-BLIND.

---

[12]Terms for handicap categories in this handbook are adapted from definitions in regulations for the Education for All Handicapped Children Act and Section 504 of the Rehabilitation Act of 1973, and from *Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education*, State Educational Records and Reports Series: Handbook V, Revised, U.S. Department of Health, Education, and Welfare, National Center for Education Statistics (Washington, D.C.: U.S. Government Printing Office, 1974). Definitions for the two Acts are found in appendixes B and K on pages 108 and 149.

11 20 00.10 **Visually Handicapped–Continued**

.11 ***Partially Seeing***–Persons who have severely impaired vision but have sufficient residual vision (with correction) to include the perception of printed materials as a means of learning.

.12 ***Blind***–Persons who are totally blind or who have such limited vision (even with correction) that they must rely on hearing and touch as their chief means of learning.

11 20 00.20 **Hearing Handicapped**

Persons having an auditory impairment sufficiently severe as to adversely affect their educational performance. A person identified as hearing handicapped may be referred to as hard of hearing or deaf, according to the nature and severity of the handicap. See also Deaf-Blind.

.21 ***Hard of Hearing***–Persons with a hearing impairment, whether permanent or fluctuating, which adversely affects their educational performance, but which is not so severe as to be included under the definition of deaf.

.22 ***Deaf***–Persons whose ability to process linguistic information through hearing, even with amplification, is so severely impaired as to adversely affect their educational performance. In effect, the hearing of such persons is non-functional for the purposes of educational performance.

11 20 00.30 **Deaf-Blind**

Persons having concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that such a person cannot be accommodated in special education programs solely for deaf persons or for blind persons. See also VISUALLY HANDICAPPED, HEARING HANDICAPPED, and MULTIHANDICAPPED.

.40 **Orthopedically Handicapped**

Persons having an orthopedic impairment sufficiently severe as to adversely affect their educational performance. The term includes persons with impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputation, or fractures or burns which cause contractures).

.50 **Other Health Handicapped**

Persons having a health impairment sufficiently severe as to adversely affect their educational performance. Such persons may be handicapped because of limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

.60 **Speech Handicapped**

Persons having a communication disorder–such as stuttering, impaired articulation, language impairment, or a voice impairment–that is sufficiently severe as to adversely affect their educational performance. Such a handicap should not be confused with a communication difficulty arising from lack of experience with the language of instruction. See also PROFICIENCY WITH ENGLISH, page 17.

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS—Continued

11 20 HANDICAP CATEGORY—Continued

11 20 00.70 Mentally Handicapped

Persons having a mental impairment—i.e., a mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disability(s)—of sufficient severity as to substantially limit one or more major life activities.[13]

.80 Multihandicapped

Persons (such as the mentally retarded-blind and mentally retarded-orthopedically handicapped) having concomitant impairments the combination of which causes such severe educational problems that such a person cannot be accommodated in special education programs solely for one of the impairments. Deaf-blind persons should be identified in a separate category, rather than in this category. See also DEAF-BLIND.

Information Item:

– Student's Handicap Category

11 21 SPECIAL ASSISTANCE NEEDS (Specify)

A description of the specific type(s) of special assistance needed by a student whose participation in postsecondary education may be limited by a handicap. Examples of special assistance include modified facilities and equipment such as wheelchair ramps, elevators, accessible toilets, and adapted transportation, and support services such as interpreters, readers, attendant assistance, and audiotapes of lectures.

Information Item:

– Student's Special Assistance Needs

12 RESIDENCE

Data elements in this section, when combined with personal qualifiers, form information items which describe the residence addresses and locations where a person or persons reside. Both postal address and residential address should be specified where needed for data collection if they differ.

12 01 ADDRESS

The number of the location (including hotel name and room number, or apartment name and apartment number) and the names of the street, city, county or major political subdivision, and State, designating a residence or other location, and the ZIP code. The post office box number or rural route number and mail box number should be shown where used for mail delivery. If the name of the town where a person resides is different from his/her post office address, this fact should be indicated.

12 01 10 Permanent Address

The address of the place where a person has the highest probability of being contacted at any given time.

---

[13] See definitions in the Rehabilitation Act of 1973, page 108 of appendix B.

12 01 10 **Permanent Address–Continued**

Information Items:

– Student's Permanent Address
– Parent's Permanent Address

12 01 20 **Legal Address**

The address of the place which a student claims as his/her legal residence.

Any question concerning the accuracy of information provided for legal address must be resolved in each situation in accordance with applicable laws and regulations concerning legal residence.

Information Items:

– Student's Legal Address
– Parents' Legal Address

12 01 30 **Local Address**

The address (anticipated or actual) of a student's residence while in attendance at the post-secondary institution.

Information Item:

– Student's Local Address

12 02 **TYPE OF HOUSING**

Information about the structure identified by a student's local address.

12 02 00.01 **Parent's Home** – A residence in which a parent of a student or other family member is head of household.

.02 **Institutionally-Operated Housing** – A residence provided for students by the postsecondary education institution.

.03 **Other Housing** – Housing other than that included above. (This category may be further subdivided according to the data collector's or provider's needs.)

Information Item:

– Student's Type of Housing

12 03 **RESIDENCY STATUS**

A determination as to whether a person is legally a resident or non-resident of a specific geographic area.[14] (Such determinations are usually made for purposes of deciding eligibility for admission, for financial aid, and/or for tuition to be charged.)

12 03 00.10 **In-State**
.11 ***In-District***
.12 ***Out-of-District***

[14]Any questions concerning the accuracy of this response or the criteria involved in determining residency status must be determined in each situation in accordance with State law, local law, and/or institutional policy concerning legal residence.

Demographic and Biographical Characteristics—Continued

12 **RESIDENCE—Continued**

12 03 **RESIDENCY STATUS—Continued**

12 03 00.20 **Other State or Outlying Area of the United States** (Specify)[15]
.30 **Out-of-Country** (Specify)[15]

Information Item:

– Student's Residency Status

12 04 **DISTANCE BETWEEN LOCAL ADDRESS AND POSTSECONDARY INSTITUTION**

The one-way distance, measured in miles or kilometers, that a person must travel between his/her local address and the place of postsecondary education instruction. The unit of measure should be specified when reporting this information.

Information Item:

– Distance Between Student's Local Address and Postsecondary Institution

13 **EDUCATIONAL/OCCUPATIONAL ASPIRATIONS**

Data elements in this section, when combined with the personal qualifier "student," form items which may be used to provide information about a student's aspirations with respect to future education and career. Educational aspirations are expressed by the type of formal award a student seeks or his/her objectives in attending a postsecondary institution, while career/occupation aspirations are expressed in terms of broad occupational categories.

13 01 **OBJECTIVE IN ATTENDING POSTSECONDARY EDUCATION INSTITUTION**

The principal objective, apart from a desire to receive a specific formal award, which prompted a person to attend a postsecondary institution. *See also* HIGHEST FORMAL AWARD SOUGHT, page 25.

13 01 00.10 **Career-Related Objective**
.11 ***To permit entry into a career***
.12 ***To permit entry into further career-related education***
.13 ***To improve current career performance***
.14 ***To obtain certification/licensure in a specific field***
.17 ***To maintain currency of certification/licensure***
.19 ***Other career-related objective*** (specify)

.20 **Noncareer-Related Objective**
.21 ***To participate in the education process itself***
.22 ***To gain knowledge in an area of interest***
.23 ***To improve basic communications skills***
.24 ***To learn to improve avocational skills***
.25 ***To enrich home and family life skills***
.26 ***To improve social or community participation skills***

[15]Institutions may use the category "reciprocal residency agreement" to identify students from other States with which special reciprocal or exchange agreements/contracts for admissions, tuition and fees, and financial aid are in effect. These students may also be described by specifying the State of residency. See appendix E, page 119, for standardized State codes and appendix F, page 121, for standardized country codes.

13 01 00.20 **Noncareer-Related Objective—Continued**

.27 ***To gain entry into advanced education*** (noncareer-related)
.29 ***Other noncareer-related objective*** (specify)

Many of the "noncareer" categories listed above can be career-related (i.e., improving communications skills). If, however, a student's primary reason for seeking education is to learn to communicate more effectively in an occupational situation, then the appropriate career-related category should be used.

Information Item:

– Student's Objective in Attending Postsecondary Institution

13 02 **HIGHEST FORMAL AWARD SOUGHT**[16]

The ultimate formal award to which a student aspires. The *Highest Formal Award Sought* is not necessarily the current award sought. A college undergraduate who aspires to a doctorate in psychology would list Doctor's Degree as his/her Highest Formal Award Sought. If a student plans to complete no degree beyond a B.A., then he/she would list Bachelor's Degree. See *FORMAL AWARD*, page 56, for definitions of formal awards.

13 02 00.01 **None**
.14 **High School Diploma**
.15 **Certificate of High School Equivalency**
.17 **Postsecondary Certificate or Diploma for Less Than 1 Year** (equivalent to less than 1 year of full-time participation)[17]
.18 **Postsecondary Certificate or Diploma for 1 Year or More** (equivalent to 1 year or more of full-time participation which does not result in a degree)[17]
.21 **Associate Degree**
.22 **Bachelor's Degree**
.23 **First-Professional Degree**
.24 **Master's Degree**
.25 **Specialist's or Intermediate Degree**
.26 **Doctor's Degree**
.27 **Other Degree** (specify)
.99 **Other Award** (specify)

Information Item:

– Highest Formal Award Sought by Student

13 03 **CAREER/OCCUPATIONAL ASPIRATION**[16]

The nature of the principal work to which a student aspires. See *OCCUPATION CATEGORY* on page 17 or appendix H, pages 127-134, for multiple-choice response categories.

A student's current employment is not to be considered as a career/occupation aspiration unless such employment represents that student's desires for an occupation after leaving the institution.

Information Item:

Student's Career/Occupational Aspiration

[16]The student, in reporting to the Veterans Administration on final goals, should list the highest formal award or specific ultimate occupation planned to be reached through his/her program.
[17]Full-time participation (referred to in categories .17 and .18) is discussed on pages 109-110 of appendix B.

Demographic and Biographical Characteristics—Continued

14 FINANCIAL INFORMATION

Data elements in this section, when combined with personal qualifiers, form information items which may be used to describe various aspects of the financial situation of a student and his/her parents or spouse. Ordinarily, these information items will only apply to financial aid applicants and/or recipients; however, a postsecondary education institution may elect to collect financial data (as contained in this section) for all students, or a sampling of students, in order to characterize the socioeconomic background of its student population. In the case of a foreign student, an institution may require that the student, or a sponsoring individual or organization, submit financial information which certifies that the student will have sufficient funds available, for a specified period of time, to meet his/her postsecondary education expenses to be incurred at that institution. Income is calculated for a specified time period, usually for a calendar year, and is reported as of a specified date. The current market value of assets and liabilities is reported as of a specified date.

14 01 TOTAL PERSONAL INCOME

The sum of the dollar amounts a person receives from earnings, government benefits, and income from other sources for the specified calendar year(s) for which information is required. Total personal income includes both taxable and nontaxable income.

Information Items:

– Student's Total Personal Income
– Female Parent's Total Personal Income
– Male Parent's Total Personal Income
– Spouse's Total Personal Income

14 01 10 Earnings

The sum of wage or salary income and net self-employment income for the calendar year(s) for which information is required.

.01 **Earnings From Wage or Salary** – Money a person receives as wages, salary, commissions, bonuses, and tips from all jobs (before deductions for taxes, bonds, dues, etc.).

.02 **Earnings From Self-Employment** – Money a person receives as profit or fees (income after business expenses) from his/her own business, professional practice, partnership, or farm.

Information Items:

– Student's Earnings
– Female Parent's Earnings
– Male Parent's Earnings
– Spouse's Earnings

14 01 20 Government Benefits

The dollar amount of regular or recurring income paid directly to a person by a Federal, State, or local governmental agency. Included as government benefits are payments under Social Security, veterans' assistance programs, public assistance or welfare programs, and unemployment insurance programs. Excluded are income tax refunds, income as a result of a

14 01 20 **Government Benefits–Continued**

sale made to a governmental agency, salaries and wages to government employees, and retirement and disability pensions from governmental agencies.

Information Items:

– Student's Government Benefits
– Female Parent's Government Benefits
– Male Parent's Government Benefits
– Spouse's Government Benefits

14 01 30 **Income From Other Sources**

Dollar amounts a person receives from sources other than earnings and government benefits.

14 01 30.01 **Dividends and Interest** – Money received as dividends and/or interest by a person from savings accounts, stocks, bonds, certificates of deposit, and other investments.

.02 **Net Rental Income** – Money received (after expenses for maintenance and upkeep of property) as a result of renting real estate.

.03 **Retirement Pension** – Money received by a person under a retirement program from private employers, from unions, or from governmental agencies (excluding Social Security payments).

.04 **Disability Pension** – Money received from a public agency or private insurance company as compensation for the loss of certain skills, or for physical or mental disability.

.05 **Private Welfare Payments**

.06 **Alimony or Child Support**

.09 **Other Income** – Money a person receives that is not included in any of the above sources of income.

Information Items:

– Student's Income From Other Sources
– Female Parent's Income From Other Sources
– Male Parent's Income From Other Sources
– Parents' Income From Other Sources
– Spouse's Income From Other Sources

14 02 **FAMILY INCOME**

The total income of a student's family. For an independent student, family income is the combined total income of the student and his/her spouse, if any. For a dependent student, family income is the total income of the parent(s) or person(s) who provide(s) more than one-half the student's support and claim(s) or is eligible to claim the student as an exemption for Federal income tax purposes.

Information Item:

– Student's Family Income

Demographic and Biographical Characteristics—Continued

14 FINANCIAL INFORMATION—Continued

14 03 ADJUSTED GROSS INCOME

The dollar amount reported as adjusted gross income on IRS Form 1040 or 1040A for a specific calendar year.

Information Items:

- Student's Adjusted Gross Income
- Female Parent's Adjusted Gross Income
- Male Parent's Adjusted Gross Income
- Parents' Adjusted Gross Income
- Spouse's Adjusted Gross Income

14 04 ASSETS

All items of value owned by a person that are available for current or future use, and that are measurable in monetary terms.

14 04 10 Type of Asset

The nature or form of a person's assets.

14 04 10.01	Cash, Savings, and Checking Accounts
.02	Stocks, Bonds, and Other Securities
.03	Trust Accounts
.04	Residence Equity
.05	Equity in Other Real Estate
.06	Business Assets
.07	Farm Assets
.09	Other Assets

Information Items:

- Student's Type of Asset
- Female Parent's Type of Asset
- Male Parent's Type of Asset
- Parents' Type of Asset
- Spouse's Type of Asset

14 04 20 Current Market Value of Asset

The sale price that an asset could be expected to bring at the current time.

Information Items:

- Current Market Value of Student's Asset
- Current Market Value of Female Parent's Asset
- Current Market Value of Male Parent's Asset
- Current Market Value of Parents' Asset
- Current Market Value of Spouse's Asset

14 05 **LIABILITIES**

The total amount of debts or money currently owed by a person to one or more creditors.

14 05 10 **Type of Debt (or liability)**

An indication of the specific type of debt or indebtedness which a person has incurred.

14 05 10.01 **Mortgage**
.02 **Education loan**
.09 **Other debt(s)** (Specify)

Information Items:

– Type of Student's Debt
– Type of Parents' Debt
– Type of Spouse's Debt

14 05 20 **Amount of Debt (or liability)**

The total dollar value of the outstanding portion of a debt.

Information Items:

– Amount of Student's Debt
– Amount of Parents' Debt
– Amount of Spouse's Debt

14 06 **NET WORTH**

The difference between the assets and the liabilities of a person as of a given date.

Information Items:

– Student's Net Worth
– Female Parent's Net Worth
– Male Parent's Net Worth
– Parents' Net Worth
– Spouse's Net Worth

FIGURE 2B—LIST OF DATA ELEMENTS: STUDENT'S EDUCATIONAL EXPERIENCE

Data Element		Defined on page
21	INSTITUTIONAL IDENTIFICATION	32
21 01	NAME OF INSTITUTION	32
21 02	ADDRESS OF INSTITUTION	32
21 03	FICE CODE OR NCES NUMBER OF INSTITUTION	33
22	ADMISSIONS	33
22 01	APPLICATION FOR ADMISSION	33
22 01 10	Date Application for Admission Received	33
22 01 20	Requested Date of Entry	33
22 02	GEOGRAPHIC ORIGIN (at time of admission)	34
22 03	ADMISSIONS ACTION	34
22 03 10	Admission Decision	34
22 03 20	Date of Admission Decision Notification	35
22 03 30	Approved Date of Admission	35
22 04	CANDIDATE DECISION	35
22 05	CANDIDATE REPLY DATE	35
23	FINANCING STUDENT'S POSTSECONDARY EDUCATION	36
23 01	COST OF POSTSECONDARY EDUCATION (to student)	36
23 01 10	Type of Postsecondary Education Expense	36
23 01 20	Amount of Postsecondary Education Expense	37
23 02	EXPECTED FAMILY CONTRIBUTION	37
23 03	FINANCIAL NEED	38
23 03 10	Amount of Financial Need	38
23 04	FINANCIAL ASSISTANCE	39
23 04 10	Financial Aid (Need-Based)	39
23 04 11	Name of Financial Aid Program	39
23 04 12	Type of Financial Aid (Need-Based)	39
23 04 13	Source of Financial Aid	40
23 04 14	Selector of Recipient	40
23 04 15	Control of Financial Aid	40
23 04 16	Amount of Financial Aid Authorized (to student)	41
23 04 17	Amount of Financial Aid Received (by student)	41
23 04 20	Awards, Prizes, and Other Assistance (Non-Need-Based)	41
23 04 21	Name of Award, Prize, or Other Assistance	41
23 04 22	Type of Award, Prize, or Other Assistance (Non-Need-Based)	42
23 04 23	Source of Award, Prize, or Other Assistance	42
23 04 24	Control of Award, Prize, or Other Assistance	42
23 04 25	Amount Authorized for Award, Prize, or Other Assistance (to student)	43
23 04 26	Amount of Award, Prize, or Other Assistance Received (by student)	43
24	REGISTRATION	43
24 01	REGISTRATION STATUS	43
24 01 10	Day/Evening Schedule	43
24 01 20	Formal Award Status	44
24 01 30	Student Load	44
24 01 40	Program Completion Level	44
24 01 50	Student Level	45
24 01 60	Student Standing	45
24 01 70	Transition Status	46
24 01 80	Beginning Date of Attendance	47
24 01 90	Date of Registration	47
24 02	ENROLLMENT STATUS	47
24 03	DEPARTMENT/DIVISION/SCHOOL	48
24 03 10	Name of Department/Division/School	48
24 04	PROGRAM OF STUDIES	48
24 04 10	Type of Program	48
24 04 20	Major Field of Study	49
24 04 21	Major Field of Study—Standard Name	50
24 04 22	Major Field of Study—Institutional Name	50
24 04 30	Minor Field of Study	50

The inclusion of a data element does *not* imply that data must be collected for the data element. Factors such as the nature and specificity of information needs, availability of data, and confidentiality of student data should be considered in determining whether, when, and how to collect data.

Continuation of Figure 2B

Data Element		Defined on page
24 04 31	Minor Field of Study–Standard Name	50
24 04 32	Minor Field of Study–Institutional Name	51
24 04 40	Length of Program	51
24 04 50	Date of Expected Program Completion	51
25	PARTICIPATION/PERFORMANCE	51
25 01	STANDARDIZED TEST	51
25 01 10	Name(s) of Admission Test(s)	51
25 01 20	Name(s) of Placement Test(s)	52
25 01 30	Name(s) of Other Standardized Test(s)	52
25 01 40	Test Results	52
25 01 50	Date Test Was Administered	52
25 02	COURSE	52
25 02 10	Course Title	53
25 02 20	Subject-Matter Area of Course	53
25 02 30	Course Code	53
25 02 40	Length of Course	53
25 02 50	Beginning Date of Course	53
25 02 60	Ending Date of Course	54
25 02 70	Award Units for Course	54
25 03	GRADE (MARK)	54
25 03 10	Grade (Mark) Received for Course	54
25 03 20	Grade-Point Average	54
25 03 30	Rank in Class	55
25 04	AWARD UNITS	55
25 04 10	Award Units Received for Course	55
25 04 20	Award Units Accepted	56
25 04 30	Total Award Units Accumulated	56
25 04 40	Total Award Units Accumulated Toward Formal Award	56
25 04 50	Total Award Units Required for Completion of Program	56
25 05	FORMAL AWARD	56
25 05 10	Formal Award Sought	58
25 05 20	Formal Award Earned	58
25 05 30	Formal Award Date	59
25 06	ACADEMIC HONORS	59
26	TERMINATION	59
26 01	TYPE OF TERMINATION	59
26 02	STUDENT STANDING AT TIME OF TERMINATION	60
26 03	REASON FOR TRANSFER/ WITHDRAWAL	60
26 04	DATE OF LAST ATTENDANCE	61
26 05	TERMINATION DATE	61

2 Student's Educational Experience

This major division of the classification consists of six subdivisions:

- Institutional Information
- Admissions
- Financing Student's Postsecondary Education
- Registration
- Participation/Performance
- Termination.

Data elements within these subdivisions are combined with institutional qualifiers to form information items which identify the various educational institutions–secondary and postsecondary–in which a student has enrolled or is registered or to which the student has applied. Also included are terms which can be used to describe the student's status and standing upon admission, upon first registration (entry), and while in attendance at a postsecondary institution; the sources from which the student may obtain funds to help meet his or her postsecondary education expenses; the educational program (including courses and performance in these courses) in which the student is engaged; and the manner in which the student's enrollment terminates at the postsecondary education institution (i.e., by completing work, by transferring, or by discontinuing work). See pages 9 and 103 for the definitions of institutional qualifiers. Also refer to appendix A, pages 88-99, for a tabular presentation of information items formed by combining the data elements in this division with institutional qualifiers.

21 INSTITUTIONAL IDENTIFICATION

Data elements in this section may be used to identify and locate educational institutions which a student has attended or is attending. In the case of secondary schools, this generally refers to the school attended last or from which the student graduated. For postsecondary institutions, identification information can be included for any institution which the student previously attended, or which awarded the student a degree, diploma, or certificate, or from which transfer award units have been accepted by the institution currently attended. Generally, the term "institution" refers to the organization offering educational programs and/or instruction to students. See also *INSTITUTIONAL QUALIFIERS* on pages 9 and 103.

21 01 NAME OF INSTITUTION

The legal name of the institution and such designations as necessary to indicate a specific reporting unit (e.g., the campus, branch, or extension center). See also *FICE CODE*.

Information Items:

– Name of Secondary School
– Name of Previous Postsecondary Institution
– Name of Current Postsecondary Institution
– Name of Subsequent Postsecondary Institution

21 02 ADDRESS OF INSTITUTION

The principal mailing address of the institution or campus or branch thereof. See also *ADDRESS*, page 22.

Information Items:

– Address of Secondary School
– Address of Previous Postsecondary Institution
– Address of Current Postsecondary Institution
– Address of Subsequent Postsecondary Institution

21 03 **FICE CODE OR NCES NUMBER OF INSTITUTION**

The Federal Interagency Committee on Education (FICE) code, or the National Center for Education Statistics (NCES) number[18] (an assigned number unique for a given institution or branch, which generally remains as an institutional identification number for the life of the institution or branch). For Federal reporting purposes, each reporting unit with its own FICE code may submit various reports separate from or combined with any other such unit.

Information Item:

– FICE Code or NCES Number of Current Postsecondary Institution

22 **ADMISSIONS**

Data elements in this section may be used to describe the process through which an applicant obtains official permission to enroll at a particular institution and to participate in its instructional activities. The process of obtaining such permission may be under the authority of the institution or an administrative subdivision of the institution (see *DEPARTMENT/DIVISION/SCHOOL*, page 48) which has responsibility for the administration of specified programs of studies (e.g., the law school of a university). The admissions process may range from a complex application procedure (with submission of credentials for review by a committee on admission) to a simple procedure requiring personal appearance at the first class, or attendance in general. However, some type of formal request (usually written) to enter the institution (or subdivision thereof) frequently is required, culminating in an action being taken regarding the request, commonly known as the admission decision.

22 01 **APPLICATION FOR ADMISSION**

The formal request by which an applicant (candidate for admission or prospective student) seeks evaluation of qualifications and approval by the institution to register as a student.

22 01 10 **Date Application for Admission Received**

The year, month, and day on which the admission application submitted by a student was received by the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Date Application for Admission Received by Current Postsecondary Institution

22 01 20 **Requested Date of Entry**

The academic term or calendar date on which the applicant seeks to begin attendance at the institution. The term or date generally is indicated by the applicant on the application for admission. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Requested Date of Entry to Current Postsecondary Institution

[18] As of 1980, NCES identification numbers were assigned by the Adult and Vocational Education Surveys Branch of NCES.

Student's Educational Experience—Continued

22 **ADMISSIONS—Continued**

22 02 **GEOGRAPHIC ORIGIN (at Time of Admission)**

An indication of the place where the student resided, as determined by the student's legal address, at the time of application for admission to the institution. The determination of a student's geographic origin may be made at the time of the student's application for undergraduate status, or for a first-professional program, or for graduate student status.

For definitions of *Legal Address* and *Student Level*, see pages 23 and 45, respectively. Geographic data may be useful in performing student migration studies. See page 109 of appendix B for a discussion of the relationship between *Residency Status* and *Geographic Origin*.

22 02 00.10 **In-State**

.11 *In-District*
.12 *Out-of-District*

.20 **Other State or Outlying Area of the United States**[19]

.30 **Out-of-Country**[19]

Information Item:

– Student's Geographic Origin at Time of Admission to Current Postsecondary Institution

22 03 **ADMISSIONS ACTION**

An institutional process designed to evaluate an applicant's qualifications for admissability into the institution, resulting in an admission decision.

22 03 10 **Admission Decision**

The action taken by the institution with regard to an applicant's request for admission.

.10 **Admission Offered** – A status for applicants who routinely qualify or are expected to qualify for admission to the institution, and those who, for certain academic or administrative reasons, are offered admission on a provisional basis. Accordingly, the institution may utilize various detailed subdivisions within this category to further classify applicants on the basis of the type of admission which is offered (e.g., regular, conditional, and special).

.20 **Admission Denied** (Rejected)

.30 **On Waiting List** – A status for qualified applicants–short of offering admission–based on the expectation that some admitted applicants will refuse the offer of admission, thereby opening additional spaces prior to the requested term of entry. A waiting list position may or may not result in a *final* offer of admission, and an institution may reserve the right to offer admission to all or some of its waiting list candidates.

[19]For analytical and/or reporting purposes, the State and/or political subdivision, or foreign country, may be detailed using the applicable codes listed on pages 119 and 121-123, respectively.

22 03 10.40 **Cancellation of Offer of Admission** – The status of an applicant who has had an offer of admission cancelled by the institution.

Information Item:

– Admission Decision at Current Postsecondary Institution.

22 03 20 **Date of Admission Decision Notification**

The year, month, and day on which the institution notifies the applicant of the action taken on his or her application for admission. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Date of Admission Decision Notification at Current Postsecondary Institution

22 03 30 **Approved Date of Admission**

The calendar date or academic term, as specified by the institution, on which the student is allowed to enter the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Approved Date of Admission to Current Postsecondary Institution

22 04 **CANDIDATE DECISION**

The action taken by an applicant in response to an offer of admission by an institution.

22 04 00.10 **Acceptance of Admission Offer** – The status of an applicant who accepts the offer of admission and intends to register and enroll in the institution. This decision to participate in the instructional activities of the institution is indicated by the applicant's officially notifying the institution of his/her intention to attend, generally followed by a stipulated monetary deposit guaranteeing that the applicant will register.

.20 **Refusal of Admission Offer** – The status of an applicant who subsequent to an offer of admission to an institution decides not to accept such an offer. In some instances, the applicant may neglect to advise the institution of this decision.

.30 **Withdrawal of Application for Admission** – The status of an applicant, who prior to an admission decision by the institution, indicates that he/she is no longer seeking admission to the institution.

.40 **Cancellation of Acceptance of Admission Offer** – The status of an applicant who after acceptance of an admission offer (.10 above), decides to cancel or refuse the offer of admission.

Information Item:

– Candidate Decision for Current Postsecondary Institution

22 05 **CANDIDATE REPLY DATE**

The year, month, and day on which the admitted candidate notifies the institution of his or her decision with regard to the offer of admission. See appendix D, page 117, for the standard format for coding calendar date.

Student's Educational Experience—Continued

22 ADMISSIONS—Continued

22 05 CANDIDATE REPLY DATE—Continued

Information Item:

– Candidate's Reply Date to Current Postsecondary Institution

23 FINANCING STUDENT'S POSTSECONDARY EDUCATION

The data elements in this section may be used to describe postsecondary education expenses facing a student and the sources from which the student may obtain funds to help meet these costs. These sources include any support received by the student from parents, from spouse, from his/her own resources, or from financial assistance. Financial assistance—need-based or non-need-based—refers to funds provided to a student from other than his/her own personal and family resources to help meet that student's postsecondary education expenses. Moreover, the descriptors that are included refer only to students who apply for and/or receive financial assistance. Information items composed of data elements from this section *are reported as of a particular date and cover a specified time period.* The time period should be consistently applied when each of the information items is used.

23 01 COST OF POSTSECONDARY EDUCATION (TO STUDENT)

The total amount of expenditures required to enable a student to pursue a program of postsecondary education.

23 01 10 Type of Postsecondary Education Expense

An indication of the nature and object of a student's postsecondary education expense.

.01 **Tuition** – Payments required of a student for instructional services in a program of postsecondary education. Tuition may be charged on a per-term, per-course, or per-award unit basis.

.02 **Fees** – Charges required of all students or of certain classes of students for items not covered by tuition for a specified time period while in attendance. Fees may include charges for such things as the use of instructional equipment and supplies (including library usage), for student activities, for health services, for student center activities, and for admission to athletic events.

.03 **Book, equipment, and supply expenses** – The estimated cost of necessary books, equipment, and supplies not covered by tuition and fees.

.04 **Housing, rent or room expenses** – The charges paid for lodging, including rent, mortgage payment, and utilities.

.05 **Food or board and household supply expenses** – The cost of food and household supplies.

.06 **Transportation expenses** – The cost of transportation between a student's residence and place of instruction (commuting costs)—including charges for public transportation, gasoline, parking, automobile maintenance, routine repair and insurance—and the cost of round trips home (noncommuting costs).

23 01 10.07 **Other expenses (specify)** – Any other reasonable expenses necessary to enable a student to pursue a program of postsecondary education, including, for example, medical and dental expenses, insurance, child care costs, laundry, clothing, and personal expenses.

Information Item:

– Type of Postsecondary Education Expense at Current Postsecondary Institution

23 01 20 **Amount of Postsecondary Education Expense**

The dollar amount of each type of postsecondary education expense incurred by a student. The total amount of a student's postsecondary education expenses at the current postsecondary institution may be obtained by summing the dollar amounts of each type of expense. Accordingly, the amount may be recorded by type of expense and/or as a total. Expenses should reflect the expenses the student will face in maintaining a reasonable, but moderate, standard of living while pursuing a particular program of postsecondary education. Thus, the postsecondary education expenses for a student may vary in accordance with such factors as the type and control of institution, the student's choice of residence, the student's program, and other considerations.

Information Item:

– Amount of Postsecondary Education Expense at Current Postsecondary Institution

23 02 **EXPECTED FAMILY CONTRIBUTION**

The sum of the dollar amounts which may reasonably be expected from the student, from his/her spouse, if any, and from his/her parents, if applicable, to meet the cost of the student's postsecondary education. See also *COST OF POSTSECONDARY EDUCATION (TO STUDENT)* above.

23 02 00.10 **Parental Share (of Expected Family Contribution)**[20] – The dollar amount from all sources of income and the net assets of the student's parent(s) that reasonably could be expected as a contribution to meet that student's postsecondary education expenses. In this case, "parent(s)" means the student's mother or father; an adoptive parent is considered to be the student's mother or father.[21] (The parental contribution is usually determined by an analysis of the financial circumstances of the parent(s) and an evaluation of ability to contribute to postsecondary education expenses.) Refer to pages 26 to 29 for definitions of income categories and other related terms.

.20 **Spouse's Share (of Expected Family Contribution)**[22] – The dollar amount of net earnings from the spouse's employment, from assets, from savings, and/or from other sources of the student's spouse which may be applied to that student's postsecondary education expenses. (The spouse's contribution usually is determined by an analysis of the financial circumstances of the student and spouse, and an evaluation of their ability to contribute to postsecondary education expenses.) Refer to pages 26 to 29 for definitions of income categories and other related terms.

---

[20] This is relevant only for a dependent student as defined on page 19.
[21] Notice of Proposed Rule Making, *Federal Register*, Vol. 44, No. 145 (Thursday, July 26, 1979), page 44100.
[22] This is relevant only to a student who is currently married.

Student's Educational Experience—Continued

23 FINANCING STUDENT'S POSTSECONDARY EDUCATION—Continued

23 02 EXPECTED FAMILY CONTRIBUTION—Continued

23 02 00.30 Student's Share (of Expected Family Contribution)

.31 ***From Earnings*** – The dollar amount of the student's net earnings from actual and/or anticipated employment which may be applied to his/her postsecondary education expenses. This amount excludes earnings from need-based employment (i.e., employment as financial aid) by the institution. See also *EARNINGS*, page 26.

.32 ***From Government Benefits*** – The dollar amount of benefits paid by government agencies to the student or on behalf of the student which may be applied to his/her postsecondary education expenses. This amount may be broken out according to program (e.g., veterans benefits or social security benefits). See also *GOVERNMENT BENEFITS*, page 26.

.33 ***From Assets*** – The dollar amount of the student's assets which reasonably could be expected as a contribution toward his/her postsecondary education expenses. See also *ASSETS*, page 28.

.34 ***From Income From Other Sources*** – The dollar amount of the student's income from sources other than his/her earnings, government benefits, and/or assets which reasonably could be expected as a contribution toward that student's postsecondary education expenses. See also *INCOME FROM OTHER SOURCES*, page 27.

.40 **Shares From Other Sources** – The sum of the dollar amounts of funds available to the student from all other sources—relatives and friends—not included above.

Information Item:

– Expected Family Contribution at Current Postsecondary Institution

23 03 FINANCIAL NEED

The difference between the cost of a student's postsecondary education and the expected family contribution from the student and his/her family to be applied toward the student's postsecondary education expenses. Financial need is demonstrated by means of a needs analysis, in which the ability of the student and his/her family to contribute to postsecondary education expenses is systematically evaluated. Eligibility for certain programs of financial assistance is based upon the demonstrated financial need of the student.

23 03 10 Amount of Financial Need

The dollar amount needed by a student to provide the difference between his/her postsecondary education expenses and the expected family contribution available to him/her.

Information Item:

– Amount of Financial Need at Current Postsecondary Institution

23 04 FINANCIAL ASSISTANCE

Financial assistance refers to any support received by a student from a source other than parents, spouse, or his/her own resources, to help meet the student's postsecondary education expenses. Financial assistance may be awarded as the result of an evaluation of the student's resources–including an accounting of available family and personal funds–and the determination of his/her financial need (need-based financial aid). Financial assistance also may be awarded on the basis of the student's abilities, talents, or special interests in certain fields (non-need-based awards and prizes).

23 04 10 Financial Aid (Need-Based)

Funds awarded to a student on the basis of his/her demonstrated financial need for the purpose of meeting postsecondary education expenses. For reporting and analytical purposes, it may be necessary for an institution to distinguish between the amount of financial aid authorized to be awarded to the student and the amount actually received by the student at that institution. See also *AMOUNT OF FINANCIAL AID AUTHORIZED* and *AMOUNT OF FINANCIAL AID RECEIVED*, on page 41.

23 04 11 Name of Financial Aid Program

The name specifically identifying the postsecondary financial aid program.

Information Items:

– Name of Financial Aid Program at Previous Postsecondary Institution
– Name of Financial Aid Program at Current Postsecondary Institution

23 04 12 Type of Financial Aid (Need-Based)

An indication of the nature of the funds awarded to a student, based on his/her demonstrated financial need.

.01 **Need-Based Grant or Scholarship** – Aid which has no requirement for repayment or employment. Remission of tuition and/or fees may also be included. Where a student without demonstrated financial need is "awarded" a scholarship without being granted any funds (e.g., some institutional scholarships) such distinction may be noted for record-keeping purposes under *ACADEMIC HONORS* on page 59.

.02 **Need-Based Educational Loan** – Aid which requires dollar repayment and/or provides for full or partial loan forgiveness under specified conditions (e.g., for service in a specified career).

.03 **Need-Based Employment** – Aid which provides compensation for service rendered. This includes only employment awarded by the institution (e.g., employment under the College Work Study Program). See also *EMPLOYMENT EXPERIENCE*, page 63.

.09 **Other Financial Aid (Specify)** – Any need-based financial aid not included above.

Information Item:

– Type of Financial Aid at Previous Postsecondary Institution
– Type of Financial Aid at Current Postsecondary Institution.

Student's Educational Experience—Continued

23 FINANCING STUDENT'S POSTSECONDARY EDUCATION—Continued

23 04 FINANCIAL ASSISTANCE—Continued

23 04 13 Source of Financial Aid

The funding source of a financial aid award to a student.

.01 **Federal Government** – A unit of the Federal Government.

.02 **State Government** – A unit of the State Government.

.03 **Local Government** – A unit of the local government.

.04 **Institutional Source** – A resource of the institution, such as endowment income, contributions, or income from institutional activities.

.05 **Private Source** – A civic, church, community, or private organization other than the institution.

.06 **Individual Person(s)** – One or more persons (not an organization) who make funds available for financial aid.

.09 **Other Source (Specify)**

.99 **Source Unknown**

Information Item:

– Source of Financial Aid at Previous Postsecondary Institution
– Source of Financial Aid at Current Postsecondary Institution

23 04 14 Selector of Recipient

The organization or agency making the selection of the financial aid recipient.

.01 **Federal Government**
.02 **State Government**
.03 **Local Government**
.04 **Institution**
.05 **Private Organization**
.09 **Other Organization (Specify)**
.99 **Control Unknown**

Information Items:

– Selector of Recipient at Previous Postsecondary Institution
– Selector of Recipient at Current Postsecondary Institution

23 04 15 Control of Financial Aid

The organization or agency having administrative control (i.e., serving as disbursing agent) of the student's financial aid award. The control and source of the student's financial aid award may be the same.

23 04 15.01	**Federal Government**
.02	**State Government**
.03	**Local Government**
.04	**Institution**
.05	**Private Organization**
.09	**Other Organization (Specify)**
.99	**Control Unknown**

Information Items:

– Control of Financial Aid at Previous Postsecondary Institution
– Control of Financial Aid at Current Postsecondary Institution

23 04 16 **Amount of Financial Aid Authorized (for Student)**

The dollar value of the financial aid authorized for a student under a specific program. This amount may also be recorded by the type, the source, and the control of the student's financial aid award. The amount authorized may differ from the amount actually received by the student. See also *AMOUNT OF FINANCIAL AID RECEIVED.*

Information Items:

– Amount of Financial Aid Authorized (for Student) at Previous Postsecondary Institution
– Amount of Financial Aid Authorized (for Student) at Current Postsecondary Institution

23 04 17 **Amount of Financial Aid Received (by Student)**

The dollar value of financial aid received by, or made available to, a student under a specific program. This amount may also be recorded by type, source, and control of the student's financial aid award. For example, a student may be awarded $1,000 in financial aid for a school year; however, for various reasons, that student may have received only $800 by the end of the time period. See also *AMOUNT OF FINANCIAL AID AWARDED.*

Information Items:

– Amount of Financial Aid Received (by Student) at Previous Postsecondary Institution
– Amount of Financial Aid Received (by Student) at Current Postsecondary Institution

23 04 20 **Awards, Prizes, and Other Assistance (Non-Need-Based)**

Funds awarded in recognition of a student's special abilities, talents, interests, or participation in certain programs without regard to financial need. However, non-need-based awards, prizes, or other assistance received by students may be used for or applied toward meeting or reducing a student's computed financial need. Accordingly, where students with demonstrated financial need are the recipients of more than one type of financial assistance (i.e., need-based financial aid and non-need-based awards or prizes), it may be necessary to designate the amount provided of each type to meet or reduce the student's financial need. See also *FINANCIAL AID (NEED-BASED)* on page 39.

23 04 21 **Name of Award, Prize, or Other Assistance**

The name specifically identifying the postsecondary award, prize, and/or other assistance.

Information Items:

– Name of Award, Prize, or Other Assistance at Previous Postsecondary Institution
– Name of Award, Prize, or Other Assistance at Current Postsecondary Institution

Student's Educational Experience—Continued

23 FINANCING STUDENT'S POSTSECONDARY EDUCATION—Continued

23 04 FINANCIAL ASSISTANCE—Continued

23 04 22 Type of Award, Prize, or Other Assistance (Non-Need-Based)

The type of assistance awarded to a student based on criteria other than the student's financial need.

.01 **Non-Need-Based Grant or Scholarship** – An award or prize, including remission of tuition and/or fees, if applicable, which does not require repayment or employment and which is based on a student's academic strength or specialized abilities in some portion of an institution's program (e.g., an athletic grant, music scholarship, etc.).

.02 **Non-Need-Based Educational Loan** – Assistance which requires dollar repayment and/or provides for full or partial loan forgiveness under specified conditions (e.g., for service in a specified career field). This excludes consumer loans for goods.

.03 **Fellowship** – An award or prize, ordinarily for support of graduate study, which does not require repayment or employment and which is normally used to support a graduate student in his/her field of primary interest.

.04 **Non-Need-Based Employment** – An award or prize which provides compensation for services rendered. This includes any employment awarded by the institution. Assistantships usually are included in this category. See also *EMPLOYMENT EXPERIENCE*, page 63.

.09 **Other Non-Need-Based Awards, Prizes, or Other Assistance (Specify)**

Information Items:

– Type of Award, Prize, or Other Assistance at Previous Postsecondary Institution
– Type of Award, Prize, or Other Assistance at Current Postsecondary Institution

23 04 23 Source of Award, Prize, or Other Assistance

The funding source of an award, prize, or other assistance to a student. See SOURCE OF FINANCIAL AID on page 40 for the multiple-choice response categories.

Information Items:

– Source of Award, Prize, or Other Assistance at Previous Postsecondary Institution
– Source of Award, Prize, or Other Assistance at Current Postsecondary Institution

23 04 24 Control of Award, Prize, or Other Assistance

The organization or agency having administrative control of the student's award, prize, or other assistance. The control and source of the student's award or prize may be the same. See CONTROL OF FINANCIAL AID on page 40 for the multiple-choice response categories.

Information Items:

– Control of Award, Prize, or Other Assistance at Previous Postsecondary Institution
– Control of Award, Prize, or Other Assistance at Current Postsecondary Institution

23 04 25 **Amount Authorized for Award, Prize, or Other Assistance (to Student)**

The dollar value of a specific award, prize, or other assistance authorized for award to a student. This amount may also be recorded by the type, the source, and the control of the student's award, prize, or other assistance. The amount authorized may differ from the amount actually received by the student. See also *AMOUNT OF AWARD, PRIZE, OR OTHER ASSISTANCE RECEIVED.*

Information Items:

– Amount Authorized for Award, Prize, or Other Assistance to Student At Previous Postsecondary Institution
– Amount Authorized for Award, Prize, or Other Assistance to Student at Current Postsecondary Institution

23 04 26 **Amount of Award, Prize, or Other Assistance Received (by Student)**

The dollar value of a specific award, prize, or other assistance received by, or made available to a student to meet the student's postsecondary education expenses. This amount may also be recorded by the type, the source, and the control of the student's award, prize, or other assistance. See also *AMOUNT AUTHORIZED FOR AWARD, PRIZE, OR OTHER ASSISTANCE.*

Information Items:

– Amount of Award, Prize, or Other Assistance Received by Student at Previous Postsecondary Institution
– Amount of Award, Prize, or Other Assistance Received by Student at Current Postsecondary Institution

24 REGISTRATION

The data elements of this section may be used to describe the process by which a student enters an institution and/or subdivision of the institution, a process–frequently including the payment of tuition and/or fees–which results in the student's name being entered into the rolls, records, and/or files of the institution.

24 01 REGISTRATION STATUS

The designation of various statuses or conditions assigned to a person by the institution in terms of specific institutional criteria at the time of each registration. The terms associated with REGISTRATION STATUS may also be applied, where needed, to the status requested by a person on his/her application for admission, or to the status requested at the time of initial registration.

24 01 10 **Day/Evening Schedule**

.01 **Day Schedule** – The schedule of a student who attends the majority of his/her classes during the daytime hours (as defined by the institution).

.02 **Evening Schedule** – The schedule of a student who attends the majority of his/her classes during the evening hours (as defined by the institution).

.03 **Other Schedule** – e.g., a combined day-evening schedule or a weekend schedule.

Information Item:

– Day/Evening Schedule at Current Postsecondary Institution

Student's Educational Experience—Continued

24 REGISTRATION—Continued

24 01 REGISTRATION STATUS—Continued

24 01 20 Formal Award Status

The status of a student with regard to his/her immediate institutionally-appoved educational goal. The student's educational aspiration may differ from this institutionally-endorsed goal. See also *HIGHEST FORMAL AWARD SOUGHT*, page 25.

.10 **Formal-Award Student** – A student whose program of studies leads to the receipt of a formal award. See also *FORMAL AWARD*, page 56.

.20 **Not a Formal-Award Student** – A student whose program of study does *not* lead directly to the receipt of a formal award in the current institution. See also *FORMAL AWARD*, page 56.

Information Item:

– Formal Award Status at Current Postsecondary Institution

24 01 30 Student Load

The sum of the award units of all courses in which a student is enrolled during a specified time period, as defined by the institution. See also *AWARD UNITS FOR COURSE*, page 54. See also appendix B, page 109, for a discussion of this term with regard to computation of full-time and part-time participation.

Information Item:

–Student Load at Current Postsecondary Institution

24 01 40 Program Completion Level

A measure of progress, expressed as a percentage, toward completion of a program of studies. The percentage is derived by dividing a student's total number of formal award units previously earned and allowed by the institution by the total number of units needed for completion of his/her program.

This measure may be used for students in all programs of postsecondary education. A similar measure, often used in institutions of higher education, is included in the following term, *Student Level.*

.01 **Level 1** – 0-25 percent of program completed.

.02 **Level 2** – 26-50 percent of program completed.

.03 **Level 3** – 51-75 percent of program completed.

.04 **Level 4** – 76 percent or more of program completed.

Information Item:

– Program Completion Level at Current Postsecondary Institution

24 01 50 **Student Level**

A measure of a student's progression through the various formal award levels of postsecondary education, as determined by the formal award sought and the number of award units accumulated toward completion of that formal award.

.10 **Formal-Award Student** – See *FORMAL-AWARD STUDENT*, page 44; *FORMAL AWARD*, page 56; and *FORMAL AWARD SOUGHT*, page 58.

.11 ***Lower Division, Undergraduate Level***
- .111 *Year 1* – Freshman
- .112 *Year 2* – Sophomore

.12 ***Upper Division, Undergraduate Level***
- .121 *Year 3* – Junior
- .122 *Year 4* – Senior
- .123 *Year 5* – Senior in a 5-year program

.13 ***First-Professional Level***
- .131 *Year 1*
- .132 *Year 2*
- .133 *Year 3*
- .134 *Year 4*
- .135 *Year 5*

.14 ***Graduate Level***
- .141 *Graduate 1* – Work toward a master's or specialist's degree.
- .142 *Graduate 2* – Work toward a doctoral degree.

.20 **Not a Formal-Award Student** – See *NOT A FORMAL-AWARD STUDENT*, page 44.

.21 ***Prebaccalaureate Student*** – A student who is not seeking a formal award and has not earned a bachelor's degree.

.22 ***Postbaccalaureate Student*** – A student who is not seeking a formal award but who has earned a bachelor's degree. This includes students who may hold master's or doctoral degrees *except* for Postdoctoral Students as defined below.

.23 ***Postdoctoral Student*** – A student holding a doctoral degree who engages in a formal program of study and research at a more advanced level than the doctoral student.

Information Item:

– Student Level at Current Postsecondary Institution.

24 01 60 **Student Standing**

The student's status at any time with regard to the institutional criteria governing adequate performance in the pursuit of educational objectives.

.01 **Good Standing** – The status of a student who is not on probation and is eligible to continue in or return to the institution.

.02 **Academic Probation** – The status of a student whose academic performance is unsatisfactory according to specific institutional criteria. The student remains enrolled but under stated conditions.

Student's Educational Experience—Continued

24 REGISTRATION—Continued

24 01 REGISTRATION STATUS—Continued

24 01 60 Student Standing—Continued

.03 **Academic Suspension** – The status of a student who remains registered at an institution but for reasons of academic demerit is prohibited from enrolling in courses offered by the institution and, frequently, from engaging in activities sponsored by the institution.

.04 **Disciplinary Probation** – The status of a student resulting from unsatisfactory conduct apart from academic performance. The student remains enrolled, but under stated conditions.

.05 **Disciplinary Suspension** – The status of a student who remains registered at an institution but for reasons of disciplinary demerit is prohibited from enrolling in courses offered by the institution and, frequently, from engaging in activities sponsored by the institution.

.06 **Leave of Absence** – The status of a student who voluntarily requests to remain a registered student but does not plan to enroll in courses for a specified period of time.

.09 **Other Student Standing (Specify)**

Information Item:

– Student Standing at Current Postsecondary Institution

24 01 70 Transition Status

An enrolled student's status during a registration period at the institution in relation to any previous postsecondary attendance experience. This term is commonly used in conjunction with the major STUDENT LEVEL categories: undergraduate, first-professional and graduate (see page 45).

.10 **New Student** – A student who has never attended the institution previously and will register or has registered for the first time.

.11 ***First-Time Postsecondary Student*** – A new student who has no previous experience at the postsecondary educational level.

.12 ***Transfer Student*** – A new student who transfers award units for a portion of a formal award requirement from a previous postsecondary institution to his/her current institution.

.13 ***Beginning Student*** – A new student with previous postsecondary experience (on any level) who does not transfer award units into his/her current institution.

.20 **Returning Student** – A student who has enrolled in the institution previously.

.21 ***Uninterrupted Attendance Student*** – A returning student whose educational activities at the institution continue unbroken within the regular calendar system of the

.21 *Uninterrupted Attendance Student–Continued*

institution. Normal vacation periods (i.e., summer vacations, holidays, or other institutionally-approved break periods) do not constitute breaks in attendance.

.211 *Continuing Student* – An uninterrupted attendance student who has not changed formal award level (e.g., bachelor's, master's) and for whom academic responsibility remains in the same administrative subdivision as in the immediately preceding registration period.

.212 *Intrainstitutional Transfer Student* – An uninterrupted attendance student who changes formal award level (e.g., from bachelor's to master's) and/or for whom academic responsibility is transferred from one administrative subdivision to another (e.g., from the Faculty of Arts and Sciences to the Graduate School of Engineering).

.22 ***Reinstated Student*** – A returning student who because of a leave-of-absence or suspension, had a break in attendance at the institution.

.23 ***Readmitted Student*** – A returning student who terminated attendance at the institution previously and consequently has been required to be readmitted to the institution.

Information Item:

– Transition Status at Current Postsecondary Institution

24 01 80 **Beginning Date of Attendance**

The calendar date or academic year or term when a student first attends classes at the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Beginning Date of Attendance at Current Postsecondary Institution

24 01 90 **Date of Registration**

The calendar date or academic year or term of the student's most recent registration at the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Date of Registration at Current Postsecondary Institution

24 02 **ENROLLMENT STATUS**

An indication of whether or not a person is registered in the institution and is enrolled or not to participate in the instructional activities of the institution on the institution's census date. Refer to page 110 for a discussion of cooperative (dual) enrollment.

24 02 00.01 **Enrolled** – A registered student who is participating in the institution's instructional activities on the census date. This includes students who are in good standing or are on academic or disciplinary probation. See also *STUDENT STANDING*, page 45.

.02 **Not Enrolled but Registered** – A student who is registered in the institution but is not participating in the institution's instructional activities. This includes students who are registered (i.e., who are "maintaining their matriculation") for purposes of using the institution's

Student's Educational Experience—Continued

24 REGISTRATION—Continued

24 02 ENROLLMENT STATUS

24 02 00.02 **Not Enrolled but Registered—Continued**

resources (e.g., a library or laboratory) or while completing a dissertation. In accordance with the institution's practices, this also may include students who are on leave-of-absence. See also *STUDENT STANDING*, page 45.

.03 **Not Enrolled and Not Registered** – A person who is not registered in the institution. In accordance with the institution's practices, this may include persons who are on leave-of-absence from the institution or are on academic or disciplinary suspension. See also *STUDENT STANDING*, page 45.

Information Item:

– Enrollment Status at Current Postsecondary Institution

24 03 DEPARTMENT/DIVISION/SCHOOL

An administrative subdivision of the institution directly administering and/or supervising instruction in a specific discipline or branch of knowledge.

24 03 10 **Name of Department/Division/School**

The name of the specific administrative subdivision of the institution administering and/or supervising a student's program of studies.

Information Item:

– Name of Department/Division/School at Current Postsecondary Institution

24 04 PROGRAM OF STUDIES

A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.

24 04 10 **Type of Program**[23]

An indication of the general purpose of the program of studies selected by a student or in which he/she is registered or plans to register.

This term may describe the student's program even if the student is not currently working toward a formal award. A profile of the student's program can be obtained by using this term in conjunction with any of several other terms, including *OBJECTIVE IN ATTENDING POSTSECONDARY INSTITUTION* on page 24 and *FORMAL AWARD SOUGHT*, page 58. This term should also be used in recording data on students engaged in study of a nonformal nature (e.g., a single course on community affairs).

.01 **General Academic/Liberal Arts Program** – A program of studies in the liberal arts and sciences. Included in this category are associate and bachelor's degree programs,

[23] In reporting to the Veterans Administration on "current course or objective," the institution's actual name for the student's approved program of studies should be listed.

24 04 10.01 **General Academic/Liberal Arts Program–Continued**

preprofessional programs (e.g., prelaw or premedical), and master's level programs in liberal arts and/or sciences.

.02 **Professional Program** – A program of studies intended to prepare students for immediate entry into a specific profession or career which requires–as a minimum–educational attainment at the baccalaureate level or beyond. Programs in this category include first-professional degree programs and undergraduate programs in engineering or business administration, as well as doctoral programs in the liberal arts (i.e., doctoral programs which prepare students for careers as practitioners, instructors, or researchers in a particular field of study).

.03 **Vocational/Technical Program** – A program of studies intended to prepare students for immediate entry into an occupation which requires educational attainment below the baccalaureate level, frequently culminating in attainment of an associate degree, a certificate, or diploma. Examples include certificate or diploma programs in child care training, auto mechanics, business data processing, and dental technology.

.04 **Requisite Preparatory/Adult Basic Education Program** – A course or course cluster which is preparatory or remedial in nature. Included are courses required of a student by an institution (usually in order to obtain entry or work toward a degree program) and courses offered under an Adult Basic Education Program.[24]

.05 **Occupational Upgrading/Professional Development Program** – A program of studies which is directly related to the student's career/occupation, and which is designed to expand the student's skills and knowledge in that area. While such students generally are not engaged in degree programs, award units or some other recognition of completion frequently are provided. Included are courses in teacher education and computer languages, and medical refresher courses.

.06 **Personal Interest/Avocational Studies Program** – A program of studies which includes courses that are not offered as part of a formal award program, but are carried out to support a student's avocational pursuits or personal interests. Examples include courses in macrame, foreign languages for travel, environmental issues, and household budgeting. Excluded from this category are courses offered under .04, *Requisite Preparatory/Adult Basic Education*, even though courses in this category generally do not lead to a formal award.

.09 **Other Type of Program (Specify)**

Information Item:

– Type of Program at Current Postsecondary Institution

24 04 20 **Major Field of Study**[25]

A designation, as appropriate, for the subject-matter area(s) or discipline(s) to which a student gives primary (or singular) emphasis within his/her program of studies, according to institutional requirements for minimum number of courses or award units. Where the student chooses to satisfy the institutional requirements for primary emphasis in two or more fields of study (i.e., double or multiple majors), each major may be specified.

[24]The Adult Basic Education program was established under the Adult Education Act of 1966 to provide fundamental learning tools to persons 16 years or older who have never attended school or who have interrupted their formal schooling. Courses provide for the attainment of reading, writing, and computational skills through the 12th-grade level of competence, for overcoming English-language difficulties, and for learning to function as responsible citizens.

[25]In reporting to the Veterans Administration on "current couse or objective," the institution's actual name for the student's approved program of studies should be listed.

Student's Educational Experience—Continued

24 REGISTRATION—Continued

24 04 PROGRAM OF STUDIES—Continued

24 04 20 Major Field of Study—Continued

Institutions may record the *Major Field of Study* using a standard name or using an institutional name (see below). In some cases institutions may choose to report such data under both designations in order to achieve the desired degree of specificity and usefulness.

24 04 21 Major Field of Study – Standard Name

A designation of the major field of study in accordance with the standard classification as contained in *A Taxonomy of Instructional Programs in Higher Education* and Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State Systems.*[26] See page 125 for a listing of categories for major field of study.

Information Items:

– Major Field of Study – Standard Name at Previous Postsecondary Institution
– Major Field of Study – Standard Name at Current Postsecondary Institution
– Major Field of Study – Standard Name at Subsequent Postsecondary Institution

24 04 22 Major Field of Study – Institutional Name

A designation of the major field of study in accordance with the institution's curricular nomenclature.

Information Items:

– Major Field of Study – Institutional Name at Previous Postsecondary Institution
– Major Field of Study – Institutional Name at Current Postsecondary Institution
– Major Field of Study – Institutional Name at Subsequent Postsecondary Institution

24 04 30 Minor Field of Study

A designation, as appropriate, for the subject-matter area(s) or discipline(s) to which a student gives secondary emphasis within his/her program of studies, according to institutional requirements for minimum number of courses or award units. Institutions may record the *Minor Field of Study* using a standard name or using an institutional name (see below). In some cases institutions may choose to record such data under both designations in order to achieve the desired degree of specificity and usefulness.

24 04 31 Minor Field of Study – Standard Name

A designation of the minor field of study in accordance with the standard classification as contained in *A Taxonomy of Instructional Programs in Higher Education* and Handbook VI.[26] See page 125 for a listing of categories for minor field of study.

---

[26]Robert A. Huff and Marjorie O. Chandler, *A Taxonomy of Instructional Programs in Higher Education*, U.S. Department of Health, Education, and Welfare, Office of Education (Washington, D.C.: U.S., Government Printing Office, 1970); and John F. Putnam and W. Dale Chismore, *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, State Educational Records and Reports Series: Handbook VI, U.S. Department of Health, Education, and Welfare, Office of Education (Washington, D.C: U.S. Government Printing Office, 1970), chapter 5. In addition, a handbook of terms and definitions for instructional programs was under development by NCES as of January 1980.

ERRATA

Page 50

24 04 21 Major Field of Study - Standard Name

A designation of the major field of study in accordance with the standard classification as contained in A Classification of Instructional Programs. 26/ See page 125 for a listing of categories for major field of study.

24 04 31 Minor Field of Study - Standard Name

A designation of the minor field of study in accordance with the standard classification as contained in A Classification of Instructional Programs. 26/ See page 125 for a listing of categories for minor field of study.

26/Malitz, Gerald S., A Classification of Instructional Programs, U.S. Department of Education, National Center for Education Statistics (Washington, D.C.: U.S. Government Printing Office, 1981).

24 04 31 **Minor Field of Study – Standard Name–Continued**

Information Items:

– Minor Field of Study – Standard Name at Previous Postsecondary Institution
– Minor Field of Study – Standard Name at Current Postsecondary Institution
– Minor Field of Study – Standard Name at Subsequent Postsecondary Institution

24 04 32 **Minor Field of Study – Institutional Name**

A designation of the minor field of study in accordance with the institution's curricular nomenclature.

Information Items:

– Minor Field of Study – Institutional Name at Previous Postsecondary Institution
– Minor Field of Study – Institutional Name at Current Postsecondary Institution
– Minor Field of Study – Institutional Name at Subsequent Postsecondary Institution

24 04 40 **Length of Program**

The amount of time (i.e., days, weeks, months, or years, assuming a normal course load) recommended by the institution for completion of a fully-engaged student's specific program of studies. See also discussion on pages 109-110.

Information Item:

– Length of Program at Current Postsecondary Institution

24 04 50 **Date of Expected Program Completion**

The academic term or calendar date when a student is expected to satisfactorily complete all the requirements of his/her program of studies. See appendix D, page 117, for standard format for coding calendar date.

Information Item:

– Date of Expected Program Completion at Current Postsecondary Institution

25 PARTICIPATION/PERFORMANCE

Data elements in this section may be used to describe various aspects of a student's activities and accomplishments which are directly related to educational programs of the institution. Included are terms which describe the courses taken by the student, such as course name, grades (marks), and award units received for successful completion of courses.

25 01 **STANDARDIZED TEST**

A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of adequate norms.

25 01 10 **Name(s) of Admission Test(s)**

The name(s) (and form number/letter, copyright date, or other information) which uniquely identifies any test(s) required and/or used in support of a student's admission request.

Information Items:

– Name of Admission Test for Previous Postsecondary Institution
– Name of Admission Test for Current Postsecondary Institution

Student's Educational Experience—Continued

25 PARTICIPATION/PERFORMANCE–Continued

25 01 STANDARDIZED TEST–Continued

25 01 20 Name(s) of Placement Test(s)

The name(s) (and form number/letter, copyright date, or other information) which uniquely identifies any test(s) required and/or used to determine the specific course needs of a student.

Information Items:

– Name of Placement Test at Previous Postsecondary Institution
– Name of Placement Test at Current Postsecondary Institution

25 01 30 Name(s) of Other Standardized Test(s)

The name(s) (and form number/letter, copyright date, or other identification) that uniquely identifies any standardized test(s) other than entrance or placement tests.

The purpose of any test listed under this term should be included if it is not apparent by the actual name of the test.

Information Items:

– Name of Other Standardized Test at Previous Postsecondary Institution
– Name of Other Standardized Test at Current Postsecondary Institution

25 01 40 Test Results

The student's standard test score(s) (as assigned by the publisher) or, if none, the raw score.

Information Items:

– Test Results at Previous Postsecondary Institution
– Test Results at Current Postsecondary Institution

25 01 50 Date Test Was Administered

The year, month, and day on which the standardized test was administered. See appendix D, page 117, for the standard format for coding calendar date.

Information Items:

– Date Test Was Administered at Previous Postsecondary Institution
– Date Test Was Administered at Current Postsecondary Institution

25 02 COURSE

An organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular term, a 2-week workshop).

The definition may be interpreted to include that group of activities which is often described under the broad heading of "nontraditional study" (including experiential learning and credit-by-examination), but only when these activities are assigned course titles, course codes, and, in

25 02 **COURSE–Continued**

some cases, award units. The process of assigning course titles, course codes, and award units usually includes formal evaluation of the student's knowledge or skills by means of testing or other institutionally approved procedures. See also *AWARD UNITS*, page 55. See also *STANDARDIZED TEST*, page 51, for recording results of the College Level Examination Program (CLEP) and other standardized tests.

25 02 10 **Course Title**

The name of a course as it appears in official institutional publications.

Information Items:

– Course Title at Secondary School
– Course Title at Previous Postsecondary Institution
– Course Title at Current Postsecondary Institution

25 02 20 **Subject-Matter Area of Course**

The subject-matter area which provides the basis for instruction within a specific course. Codes for subject-matter areas are included on page 126. In some cases, the categories for major and/or minor field of study listed on page 125 have been used to identify course subject-matter areas.

Information Items:

– Subject-Matter Area of Course at Secondary Institution
– Subject-Matter Area of Course at Previous Postsecondary Institution
– Subject-Matter Area of Course at Current Postsecondary Institution

25 02 30 **Course Code**

The official number and/or other descriptor that serves to uniquely identify a course provided at a particular institution. Typically, this includes an identification of the subject-matter area of the course and a course number.

Information Items:

– Course Code at Previous Postsecondary Institution
– Course Code at Current Postsecondary Institution

25 02 40 **Length of Course**

The period of time over which the course/section is scheduled (e.g., hours, days, weeks, and months).

Information Items:

– Length of Course at Previous Postsecondary Institution
– Length of Course at Current Postsecondary Institution

25 02 50 **Beginning Date of Course**

The calendar date or term on which course instruction begins. See appendix D, page 117, for standard format for coding calendar date.

Student's Educational Experience—Continued

25 PARTICIPATION/PERFORMANCE—Continued

25 02 COURSE—Continued

25 02 50 Beginning Date of Course—Continued

Information Items:

– Beginning Date of Course at Previous Postsecondary Institution
– Beginning Date of Course at Current Postsecondary Institution

25 02 60 Ending Date of Course

The calendar date on which a student's activities associated with the course are expected to end (e.g., the date of the final examination). See appendix D, page 117, for standard format for coding calendar date.

Information Items:

– Ending Date of Course at Previous Postsecondary Institution
– Ending Date of Course at Current Postsecondary Institution

25 02 70 Award Units For Course

The number or range of award units assigned to a course by the institution. Upon successful completion of the course, this number of units will be awarded to a student. See also *AWARD UNITS*, page 55.

Information Items:

– Award Units for Course at Secondary Institution
– Award Units for Course at Previous Postsecondary Institution
– Award Units for Course at Current Postsecondary Institution

25 03 GRADE (MARK)

A rating or evaluation of a student's achievement in a course.

25 03 10 Grade (Mark) Received For Course

The final grade (or mark) received by a student for achievement in a specified course. See also *COURSE*, page 52.

Information Items:

– Grade (Mark) Received for Course at Secondary School
– Grade (Mark) Received for Course at Previous Postsecondary Institution
– Grade (Mark) Received for Course at Current Postsecondary Institution

25 03 20 Grade-Point Average

A measure of a student's average performance in all courses taken during a reporting period, term, or academic year—or accumulated for several terms or years—except for those courses explicitly excluded by the institution from grade-point average calculations.

25 03 20 **Grade-Point Average–Continued**

This numerical average is found by (1) multiplying the numerical grade or a number assigned to a nonnumerical grade (for each course to be included in average), by the number of award units (for each course in the average), (2) summing these results, and (3) dividing this sum by the total award units for all courses included. See also *AWARD UNITS* on this page.

Grade points for a course are obtained by multiplying the number of award units given for successful course completion by the numerical grade (or equivalents for nonnumerical grades) awarded for student performance (e.g., A = 4, B = 3, C = 2, D = 1, F = 0). An interpretation of grade points and grade-point average should be included when this information is sent outside the institution or system of institutions.

Information Items:

– Grade-Point Average at Secondary School
– Grade-Point Average at Previous Postsecondary Institution
– Grade-Point Average at Current Postsecondary Institution

25 03 30 **Rank In Class**

The relative numeric position of a student in a defined population of students based on grade-point averages or some other measure of scholastic achievement.

Information Items:

– Rank in Class at Secondary Institution
– Rank in Class at Previous Postsecondary Institution
– Rank in Class at Current Postsecondary Institution

25 04 **AWARD UNITS**

A measure of the amount of value (or credit) received by a student for the successful completion of one or more educational experiences, such as a course or other type of learning experience. See also *COURSE*, page 52. Various units are used to measure such value, including: Semester Credit Hours, Quarter Credit Hours, Contact Hours/Clock Hours, Credit Units, Course Units, Units of Value, and Continuing Education Units (CEU).

The number of units to be awarded for the successful completion of a course is usually determined by a faculty committee (or equivalent body) upon consideration of factors such as difficulty of the course, the time expected of a student in contact with the faculty and otherwise (i.e., Contact Hours/Clock Hours and Total Hours), and the type of educational experience (e.g., lecture, laboratory, independent study).

When data pertaining to Award Units is transmitted outside the institution, the transmitting institution should specify the Award Unit used (e.g., Semester Credit Hour, CEU), and define the unit, where applicable, in terms of the total number of Award Units required for program completion and, if appropriate, the real-time factors of the Award Unit (i.e., Contact Hours/Clock Hours and Total Hours). See appendix B, pages 110 to 111, for a discussion of one method of equating *Award Units*.

25 04 10 **Award Units Received for Course**

The number of award units granted the student for successful completion of the course. See also *COURSE*, page 52.

Information Items:

– Award Units Received for Course at Secondary School

Student's Educational Experience—Continued

25 PARTICIPATION/PERFORMANCE—Continued

25 04 AWARD UNITS—Continued

25 04 10 Award Units Received for Course—Continued

– Award Units Received for Course at Previous Postsecondary Institution
– Award Units Received for Course at Current Postsecondary Institution

25 04 20 Award Units Accepted

The number of award units accepted by the current institution, usually from a previously attended institution, for application toward completion of a student's current requirements for a specified program. This includes award units accepted or awarded on the basis of examination (including the College-Level Examination Program (CLEP)), military courses,[27] and various life experiences.

Information Item:

– Award Units Accepted at Current Postsecondary Institution

25 04 30 Total Award Units Accumulated

The cumulative number of award units a student has earned to date at a given institution.

Information Item:

– Total Award Units Accumulated at Current Postsecondary Institution

25 04 40 Total Award Units Accumulated Toward Formal Award

The total number of award units a student has earned which have been accepted or applied by the institution toward the completion of program requirements.

Information Item:

– Total Award Units Accumulated Toward Formal Award at Current Postsecondary Institution

25 04 50 Total Award Units Required for Completion of Program

The total number of award units which a student must earn to complete his/her program requirements. See also discussion on pages 110-111.

Information Item:

– Total Award Units Required for Completion of Program at Current Postsecondary Institution

25 05 FORMAL AWARD

A diploma, certificate, or degree awarded in recognition of the successful completion of a program of studies. Also included under this heading are certificates awarded for attendance or for the completion of a course. Certain other types of awards may appropriately be included under *ACADEMIC HONORS*, on page 59.

[27]Such credit may be awarded by the institution on the basis of recommendations in *Guide to the Evaluation of Educational Experiences in the Armed Forces*, published by the American Council on Education.

25 05 00.01 **None**

.02 **Certificate of Attendance** – A document certifying the presence of the student at school during given years or on given days.

.03 **Certificate of Completion** – A document certifying the satisfactory completion of a single course. This document frequently is awarded for courses for which credit toward graduation is not granted. This document sometimes is referred to as a "certificate of training."

.04 **Certificate of Competency** – A document certifying the attainment of a specified level of competency, as indicated by test results.

.13 **Secondary School Diploma/Certificate** – A formal document conferred by an educational institution or agency for the successful completion of a prescribed secondary school program of studies.

.14 ***High School Diploma*** – A diploma granted upon the successful completion of a prescribed secondary school program of studies.

.15 ***Certificate of High School Equivalency*** – A formal document issued by a State department of education or other authorized agency certifying that an individual has met the State requirements for high school graduation by attaining satisfactory scores on the Tests of General Educational Development or another State-specified examination.

.17 **Postsecondary Certificate or Diploma for Less Than 1 Year** – A diploma or certificate certifying the successful completion of a postsecondary program of studies equivalent to less than 1 year of full-time participation.[28]

.18 **Postsecondary Certificate or Diploma for 1 Year or More** – A diploma or certificate other than a degree certifying the successful completion of a postsecondary program of studies equivalent to 1 year or more of full-time participation.[28]

.20 **Degree** – An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a college-level program of studies or, in some instances, as recognition for outstanding achievement or merit.

.21 ***Associate Degree*** – A degree granted for the successful completion of a program of studies requiring at least 2 but less than 4 years (or equivalent) of full-time college-level study.

.22 ***Bachelor's Degree*** – A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study.

.23 ***First-Professional Degree*** – A degree that signifies both (a) completion of the academic requirements for beginning practice in a given profession and (b) a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. First-professional degrees are

[28] Full-time participation is discussed on pages 109-110.

Student's Educational Experience—Continued

25 PARTICIPATION/PERFORMANCE—Continued

25 05 FORMAL AWARD—Continued

25 05 00.20 **Degree—Continued**

.23 ***First-Professional Degree—Continued***

awarded in fields such as dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

.24 ***Master's Degree*** – An earned degree carrying the title of Master. One type of Master's degree—including the Master of Arts degree (M.A.) and the Master of Science degree (M.S.)—usually is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally-oriented program (e.g., in education (M.Ed.), in business administration (M.B.A.), in fine arts (M.F.A.), in music (M.M.), in social work (M.S.W.), in public administration (M.P.A.), and in other fields). A third type of master's degree is awarded in professional fields for study beyond the first-professional degree (e.g., the Master of Laws (LL.M.) and Master of Science in various medical specializations).

.25 ***Specialist's or Intermediate Degree*** – An advanced professional degree, usually intermediate between the master's degree and the doctorate. This degree is awarded principally in the field of education (i.e., Education Specialist (Ed.S.)).

.26 ***Doctor's Degree*** – An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D) is the highest academic degree, and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D. Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. (First-professional degrees such as M.D. and D.D.S. are not included here but are included under *First-Professional Degree* above.)

.27 ***Other Degree (Including Honorary Degree)*** – A category of degree other than those included above. Any such degree should be specified.

25 05 10 **Formal Award Sought (Specify)**

The specific formal award which a student seeks to earn (e.g., Bachelor of Arts degree, Master of Arts degree, Master of Science degree). See above for examples of formal awards.

Information Items:

– Formal Award Sought at Current Postsecondary Institution
– Formal Award Sought at Subsequent Postsecondary Institution

25 05 20 **Formal Award Earned (Specify)**

The specific formal award earned by a student, whether or not formally presented to the student by the institution. See above for examples of formal awards.

25 05 20 **Formal Award Earned (Specify)–Continued**

Information Items:

– Formal Award Received from Secondary School
– Formal Award Received from Previous Postsecondary Institution
– Formal Award Received from Current Postsecondary Institution
– Formal Award Received from Subsequent Postsecondary Institution

25 05 30 **Formal Award Date**

The calendar date or term when the formal award was conferred upon a student. See appendix D, page 117, for standard format for coding calendar date.

Information Items:

– Formal Award Date at Secondary School
– Formal Award Date at Previous Postsecondary Institution
– Formal Award Date at Current Postsecondary Institution
– Formal Award Date at Subsequent Postsecondary Institution

25 06 **ACADEMIC HONORS**

Any distinction conferred upon a student for outstanding academic achievement (e.g., award of Magna Cum Laude or election to Phi Beta Kappa).

Information Items:

– Academic Honors at Secondary School
– Academic Honors at Previous Postsecondary Institution
– Academic Honors at Current Postsecondary Institution
– Academic Honors at Subsequent Postsecondary Institution

26 TERMINATION

Data elements in this section may be used to describe the manner in which a student terminates his/her participation in the instructional program of the institution (i.e., by transferring, completing work, withdrawing, being dismissed, or dying).

26 01 **TYPE OF TERMINATION**

The basis on which the student terminates his/her registration and enrollment at the institution.

26 01 00.01 **Completion of Program** – Terminating enrollment in an institution upon graduating or otherwise fulfilling the requirements for a prescribed program of studies, including completion of a program preparatory to pursuing study at another institution.

.02 **Transfer** – Terminating enrollment in the institution, before completing a program of studies, to continue study at another institution.

.03 **Withdrawal** – Voluntarily terminating enrollment in an institution before completing a program of studies, for reasons other than transferring, dismissal, or death.

.04 **Dismissal** – Being expelled from an institution before completing a program of studies, for disciplinary and/or academic reasons.

.05 **Death** – Terminating enrollment in an institution because of death.

Student's Educational Experience—Continued

26 **TERMINATION–Continued**

26 01 **TYPE OF TERMINATION–Continued**

Information Items:

– Type of Termination from Secondary Institution
– Type of Termination from Previous Postsecondary Institution
– Type of Termination from Current Postsecondary Institution

26 02 **STUDENT STANDING AT TIME OF TERMINATION**

The standing of the student at the time of his/her termination. See also *STUDENT STANDING*, page 45, for definitions of the following categories.

26 02 00.01 **Good Standing**
.02 **Academic Probation**
.03 **Academic Suspension**
.04 **Disciplinary Probation**
.05 **Disciplinary Suspension**
.06 **Leave of Absence**
.09 **Other Standing** (Specify)

Information Item:

– Student Standing at Time of Termination From Current Postsecondary Institution

26 03 **REASON FOR TRANSFER/WITHDRAWAL**

The official reason, if known, for the student's transferring to another educational institution or withdrawing from the institution. See also *TYPE OF TERMINATION* above.

26 03 00.01 **Physical Reason** – Physical illness, physical or sensory disability, pregnancy, or death.

.02 **Academic Reason** – Taking opportunity to accelerate program, completed/achieved educational objective, seeking advanced preparation beyond the program being completed at the current institution (e.g., transferring from a junior college to a university), seeking better career opportunities, academic difficulty, and inappropriate curriculum.

.03 **Social Reason** – Seeking more or different social activities, seeking better opportunities to maximize personal and intellectual development, general dislike of school experience, marriage, and seeking practical work experience.

.04 **Economic (Financial) Reason** – Found employment for which qualified prior to completion of program (the skills required may be related to preparation provided by the institution), need to seek or accept employment which precludes continuing study at this time, need to attend less expensive school, and inability to pay school expenses.

.08 **Reason Unknown (or Not Specified)**

.09 **Other Reason for Transfer/Withdrawal (Specify)** – A reason for transfer/withdrawal which cannot be included in any of the above general categories.

26 03 **REASON FOR TRANSFER/WITHDRAWAL–Continued**

Information Item:

– Reason for Transfer/Withdrawal from Current Postsecondary Institution

26 04 **DATE OF LAST ATTENDANCE**

The year, month, and day on which a student last attended classes. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Date of Last Attendance at Current Postsecondary Institution

26 05 **TERMINATION DATE**

The calendar date or academic term or year on which a student's termination is official and he/she ceases to be registered in the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Termination Date at Current Postsecondary Institution

FIGURE 2C—LIST OF DATA ELEMENTS: STUDENT'S EMPLOYMENT EXPERIENCE

Data Element			Defined on page
31		CIVILIAN EMPLOYMENT EXPERIENCE	63
31 01		CIVILIAN EMPLOYMENT	63
31 01 10		Name of Employer	63
31 01 20		Address of Employer	63
31 01 30		Standard Industrial Classification (SIC) of Employer	63
31 01 40		Work Performed	64
31 01 50		Employment Status	64
31 01 60		Dates of Employment	65
31 01 70		Relationship of Job to Major Field of Study	65
31 01 80		Hours Worked Weekly	65
31 02		EARNINGS RATE	66
31 02 10		Hourly Wage Rate	66
31 02 20		Weekly Earnings Rate	66
31 02 30		Monthly Earnings Rate	66
31 02 40		Other Earnings Rate	66
31 02 80		No Earnings	66
31 02 90		Other Earnings	66

Data Element			Defined on page
32		U.S. MILITARY SERVICE EXPERIENCE	66
32 01		MILITARY SERVICE	66
32 01 10		Branch of Military Service	67
32 01 20		Military Status	67
32 01 30		Military Identification Number	67
32 01 41		Student's Primary Military Specialty Number and Title	67
32 01 42		Student's Additional Military Specialty Number and Title	68
32 01 50		Education-Related Military Experiences	68
32 01 61		Date Entered Active Duty	68
32 01 62		Date Released From Active Duty	68
32 01 70		Rank at Separation	69
32 01 80		Veteran's Status	69
32 01 90		Participation in Veterans' Educational Benefits	69

The inclusion of a data element does *not* imply that data must be collected for the data element. Factors such as the nature and specificity of information needs, availability of data, and confidentiality of student data should be considered in determining whether, when, and how to collect data.

3 Student's Employment Experience

This major division of the classification consists of two subdivisions, Civilian Employment Experience and Military Service Experience. Data elements within these subdivisions are combined with the time-frame qualifiers to form information items which are concerned with a student's employment and military service experiences. Refer to appendix A, pages 100-102 for a tabular presentation of information items formed by combining the data elements in this division with time-frame qualifiers.

31 CIVILIAN EMPLOYMENT EXPERIENCE

Data elements in this section, when combined with the time-frame qualifiers "previous," "current," and "subsequent," form information items which can be used to describe a student's employment experiences, including work performed by the student outside the institution (whether during regular terms or during vacation) and any participation in the institution's College Work-Study Program. In addition, information items formed from these terms may be used to describe the student's or applicant's employment before entering the institution and the student's (alumnus'/alumna's) employment following his/her education training.

31 01 CIVILIAN EMPLOYMENT

Work performed for which a person receives a wage, salary, fee, profit, services, or other benefits.

31 01 10 Name of Employer

The name of the organization or individual employing a person.

Information Items:

– Name of Previous Employer
– Name of Current Employer
– Name of Subsequent Employer

31 01 20 Address of Employer

The address of a person's employer. See also *ADDRESS*, page 22.

Information Items:

– Address of Previous Employer
– Address of Current Employer
– Address of Subsequent Employer

31 01 30 Standard Industrial Classification (SIC) of Employer

An indication of the principal type of industrial activity in which a person's employer is engaged. *Standard Industrial Classification (SIC) Codes*[29] categorizes industries in the following general groupings. If further detail is required, it is recommended that the detailed classifications of the publication be utilized.

---

[29]National Bureau of Standards, *Standard Industrial Classification (SIC) Codes*, Federal Information Processing Standards (FIPS), Publication No. 66. (Washington, D.C.: National Bureau of Standards, U.S. Department of Commerce, 1979.)

Student's Employment Experience—Continued

31 CIVILIAN EMPLOYMENT EXPERIENCE–Continued

31 01 CIVILIAN EMPLOYMENT–Continued

31 01 30 Standard Industrial Classification (SIC) of Employer–Continued

.01 Agriculture, Forestry, and Fishing
.02 Mining
.03 Construction
.04 Manufacturing
.05 Transportation and Public Utilities
.06 Wholesale Trade
.07 Retail Trade
.08 Finance, Insurance, and Real Estate
.09 Service
.10 Public Administration
.11 Nonclassifiable Establishments

Information Items:

– Standard Industry Classification of Previous Employer
– Standard Industry Classification of Current Employer
– Standard Industry Classification of Subsequent Employer

31 01 40 Work Performed

The nature of the principal work performed by a person. The multiple-choice response categories under *Occupation Category*, page 17, can be used to indicate the nature of work performed.

Information Items:

– Previous Work Performed
– Current Work Performed
– Subsequent Work Performed

31 01 50 Employment Status

The amount of time worked by a person based on the number of hours worked per week and consecutive months of employment.

.10 **Employed** – A person who works as a paid employee; who works in his/her own business, profession, or farm; or who works 15 hours or more per week as an unpaid worker in a family business.

.11 ***Full-Time Regular Employment*** – Employment which has occurred and/or is expected to continue for a period of 6 months or more and for no fewer than 35 hours per week.

.12 ***Part-Time Regular Employment*** – Employment which has occurred and/or is expected to continue for a period of 6 months or more and for fewer than 35 hours per week.

31 01 50.10 **Employed–Continued**

31 01 50 .13 ***Full-Time Temporary Employment*** – Employment which has occurred and/or is expected to continue over a period shorter than 6 months and for at least 35 hours per week.

.14 ***Part-Time Temporary Employment*** – Employment which has occurred and/or is expected to continue over a period shorter than 6 months and for fewer than 35 hours per week.

.20 **Unemployed** – A person who is not working but is seeking work.

.30 **Not in Labor Force** – A civilian, 16 years of age or older, who is not classified as employed or unemployed.

Information Items:

– Previous Employment Status
– Current Employment Status
– Subsequent Employment Status

31 01 60 **Dates of Employment**

The two calendar dates defining the length of a person's continuous employment by a single employer. For ongoing employment, the second date will not be entered until the employment is terminated. See appendix D, page 117, for the standard format for coding calendar date.

Information Items:

– Dates of Previous Employment
– Dates of Current Employment
– Dates of Subsequent Employment

31 01 70 **Relationship of Job to Major Field of Study**

An indication of the relationship between the student's occupation and his/her major field of study. See also *MAJOR FIELD OF STUDY*, page 49.

.01 **Related Work** – Skills and competencies required for obtaining and maintaining the job have been derived substantially from the major field of study.

.02 **Unrelated Work** – Skills and competencies required for obtaining and maintaining the job have not been substantially derived from the major field of study.

.03 **No Determination Made**

Information Items:

– Relationship of Previous Job to Major Field of Study
– Relationship of Current Job to Major Field of Study
– Relationship of Subsequent Job to Major Field of Study

31 01 80 **Hours Worked Weekly**

The average number of hours worked per week by a person

Information Item:

–Hours Currently Worked Weekly

Student's Employment Experience—Continued

31 CIVILIAN EMPLOYMENT EXPERIENCE—Continued

31 02 EARNINGS RATE

The rate at which a person is paid by his/her employer, or the amount earned for specific work. This rate may be expressed as the gross dollar amount earned on an hourly, weekly, monthly, semester, annual, or other basis. See *EARNINGS* on page 26 for the definition of earnings.

31 02 10 Hourly Wage Rate

The gross dollar amount earned by a person on an hourly basis, as opposed to a fixed salary income.

31 02 20 Weekly Earnings Rate

The gross dollar amount earned by a person on a weekly basis.

31 02 30 Monthly Earnings Rate

The gross dollar amount earned by a person on a monthly basis.

31 02 40 Other Earnings Rate

The gross dollar amount earned by a person on a basis other than an hourly, weekly, or monthly rate (e.g., a biweekly, semester, or annual basis). The amount and basis should be specified.

31 02 80 No Earnings

No cash income, goods, or services received (as in the case for volunteer work or for work performed entirely for the benefit of experience).

31 02 90 Other Earnings

The gross dollar amount earned for completing a specific job, or the dollar value of services and/or goods received on a regular basis in lieu of wages (e.g., meals or lodging). The dollar amount (or value) and basis should be specified.

Information Items:

– Current Earnings Rate
– Subsequent Earnings Rate

32 U.S. MILITARY SERVICE EXPERIENCE

Data elements in this section, when combined with the qualifiers "previous," "current," and "subsequent," form information items which may be used to describe a student's U.S. military service experience, including the branch of service and dates of service membership. Any specialized training with civilian application and/or postsecondary education received by the student while in the military service can be described by using the appropriate terms and qualifiers included under *STUDENT'S EDUCATIONAL EXPERIENCE*, pages 32 to 61.

32 01 MILITARY SERVICE

Military service is included as a subdivision of student's employment experience because it can be described as an occupation. A section on Military Service separate from that of other

32 01 **MILITARY SERVICE—Continued**

employment has been included because of the unique vocabulary required to describe it, and because these terms, in combination with qualifiers, are used in determining a person's eligibility for certain government benefits.

32 01 10 **Branch of Military Service**

.01 Army
.02 Navy
.03 Marine Corps
.04 Air Force
.05 Coast Guard

Information Items:

– Branch of Previous Military Service
– Branch of Current Military Service
– Branch of Subsequent Military Service

32 01 20 **Military Status**

Status of a person with respect to his/her participation in military service.

.10 Active Duty
.20 Reserve or National Guard Component
.21 *Active*
.22 *Inactive*
.30 Retired (includes Fleet Reserve)
.40 Discharged
.50 Never Served

Information Items:

– Previous Military Status
– Current Military Status
– Subsequent Military Status

32 01 30 **Military Identification Number**

A unique number, if other than the Social Security number, used by the Armed Forces to identify each of its members.

Information Items:

– Previous Military Identification Number
– Current Military Identification Number

32 01 41 **Student's Primary Military Specialty Number and Title**

The numeric or alphanumeric code used by a military service to identify the military occupational skills in which an individual is predominantly qualified. Each service uses a different term or code. For example, in the Army and Marine Corps, it is the MOS (Military Occupation Specialty); in the Navy, the Rating/NEC (Navy Enlisted Classification); in the Air Force, the AFSC (Air Force Specialty Code); in the Coast Guard, the Rating. (When needed, indicate the number and title in effect at the time of discharge.)

Student's Employment Experience—Continued

32 U.S. MILITARY SERVICE EXPERIENCE—Continued

32 01 MILITARY SERVICE—Continued

32 01 41 **Student's Primary Military Specialty Number and Title—Continued**

Information Items:

– Student's Previous Primary Specialty Number and Title
– Student's Current Primary Specialty Number and Title
– Student's Subsequent Primary Specialty Number and Title

32 01 42 **Student's Additional Military Specialty Number and Title**

The numeric or alphanumeric code(s) used by a military service to identify an additional military occupational skill in which an individual is qualified. Each service uses a different term or code. For example, in the Army and Marine Corps, it is the MOS (Military Occupation Specialty); in the Navy, the Rating/NEC (Navy Enlisted Classification); in the Air Force, the AFSC (Air Force Specialty Code); in the Coast Guard, the Rating.

Information Items:

– Student's Previous Additional Military Specialty Number and Title
– Student's Current Additional Military Specialty Number and Title
– Student's Subsequent Additional Military Specialty Number and Title

32 01 50 **Education-Related Military Experiences**

Military experiences having particular significance in relation to the person's subsequent education.[30]

32 01 61 **Date Entered Active Duty**

The year, month, and day on which a person entered active duty in the Armed Forces. See appendix D, page 117, for the standard format for coding calendar date.

Information Items:

– Date Entered Previous Active Duty
– Date Entered Current Active Duty
– Date Entered Subsequent Active Duty

32 01 62 **Date Released From Active Duty**

The year, month, and day on which a person was released from the Armed Forces. See appendix D, page 117, for the standard format for coding calendar date.

[30]The nature of many military-related experiences may be derived from *Guide to Educational Experiences in the Armed Forces*, a document prepared by the Office on Educational Credit (OEC) of the American Council on Education, 1 Dupont Circle, Washington, D.C. 20036. This *Guide* contains (1) credit recommendations for formal courses offered by the Department of Defense and the branches of the Armed Services and (2) recommendations for educational credit and advanced standing in apprentice training programs for the skills, competencies, and knowledge demonstrated by proficiency in enlisted military occupational specialties (MOS's). The *Guide* is designed to assist in the academic advising of students and in placing persons in apprentice training programs and jobs. Similar information for Air Force technical programs may be derived from the General Catalog of the Community College of the Air Force, Lackland Air Force Base, Texas 78236.

32 01 62 **Date Released From Active Duty–Continued**

Information Items:

– Date Released From Previous Active Duty
– Date Released From Subsequent Active Duty

32 01 70 **Rank at Separation**

The military rank of a person at the time of his/her separation from the Armed Forces.

.01 **Enlisted Person** – A person with a grade corresponding to E1 through E9.
.02 **Warrant Officer** – A person with a grade corresponding to W1 through W4.
.03 **Commissioned Officer** – A person with a grade corresponding to O1 through O10.

Information Items:

– Rank at Previous Separation
– Rank at Subsequent Separation

32 01 80 **Veteran's Status**

The student's status as a veteran or nonveteran. A veteran is a person who served on active duty as a member of the Armed Forces of the United States and was discharged or released therefrom under conditions other than dishonorable. National Guard personnel and reservists called to active duty for civil disturbances, disasters, or training for a limited period are not considered veterans under this definition. A person who has been an active duty member of the Armed Forces for more than 180 days may be eligible for some veterans' educational benefits. (See also item 32 01 20 on page 67.)

.01 **An Active Duty Member of the Armed Forces**
.02 **A Veteran** (other than an active duty member of the Armed Forces)
.03 **A Nonveteran**

Information Item:

– Current Veteran's Status

32 01 90 **Participation in Veterans' Educational Benefits**

An indication as to whether or not the student is receiving educational benefits from the Veterans Administration.

.01 **Receiving Veterans' Educational Benefits**
.02 **Not Receiving Veterans' Educational Benefits**

Information Item:

– Current Participation in Veterans' Educational Benefits

Chapter 3

DATA MANAGEMENT AND CONFIDENTIALITY OF POSTSECONDARY STUDENT DATA

This chapter presents general technical principles and procedures for safeguarding the confidentiality of student data. As of this writing, these procedures are consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974; in the following discussion each term or principle clearly related to FERPA and to related Federal regulations is so identified.[1] Moreover, officials of educational agencies are advised to keep in mind that the provisions of the Act and applicable regulations upon which much of the content of this chapter is based are subject to change, as legislation and governmental regulations are amended and/or approved.

It is beyond the scope of this chapter to address the more controversial aspects of the confidentiality issues as contained in existing Federal laws and regulations, principally in the Family Educational Rights and Privacy Act. Persons with specific questions should consult the legislation, official government regulations, the Department of Education FERPA Office, and/or legal counsel, as appropriate.

CONCERNS ABOUT CONFIDENTIALITY

Data about postsecondary students are systematically collected, recorded, processed, and disseminated for a wide variety of uses. Student information systems contain records of the characteristics, activities, and performance of students. Electronic data processing has provided the technology necessary to amass and process data to improve policy and administrative decisions.

Concerns arise, however, as to what student data are necessary and ought to be collected to assist managers and faculty, and to support the personal and academic development of the student. Given the sensitive nature of some student data (e.g., racial/ethnic group, family background, and income), additional concerns have been expressed as to the accuracy of the data in student records, the possible use of these data for purposes other than those for which they were originally collected, and their accessibility to individuals without a legitimate "need-to-know."

Thus, the availability of student records collected by postsecondary educational institutions has the potential to pose a significant conflict between legitimate

[1] Section 438 of the General Education Provisions Act (GEPA), as added by Section 513 of P.L. 93-380, as amended by P.L. 93-568. The Family Education Rights and Privacy Act of 1974—known as "The Buckley Amendment"—governs the management of students' education records by educational institutions and agencies which receive funds under programs administered by the Commissioner of Education.

The Act grants to eligible students and to students' parents access to certain education records, as provided by statute; generally limits the transferability of student records to third parties without the prior written consent of the eligible student or the parent; and gives to students and to their parents the opportunity to challenge the accuracy of information in these records, and to insert a written explanation of a challenge into their files regarding the content of the students' records.

As prescribed by FERPA, all rights accorded to or consent required of the parents are transferred to the eligible student, that is, a student who becomes 18 years old or who attends a postsecondary educational institution. Accordingly, in the postsecondary education context of this handbook, reference in this chapter is generally made to the (eligible) student(s), rather than to the parent(s) of the students(s). See parts I and II of appendix J for the complete texts of the Act and the applicable Federal regulations, 45 C.F.R. Part 99, respectively.

information requirements and the student's right to privacy. In attempting to balance the desire for individual privacy with governmental and/or institutional information requirements, administrators have focused their attention on the issues of confidentiality and security of student data.

In 1973, as the result of a study conducted by the Secretary's Advisory Committee on Automated Personal Data Systems,[2] it was recognized that such systems pose a potential threat to an individual's right to privacy. The Committee, noting that the individual and the record-keeping organization have a mutual interest in the use of data records for specific purposes, offered the following concept regarding personal privacy:

> An individual's personal privacy is directly affected by the kind of disclosure and use of identifiable information about him in a record. A record containing information about an individual in identifiable form must, therefore, be governed by procedures that afford the individual a right to participate in deciding what the content of the record will be, and what disclosure and use will be made of the identifiable information in it. Any recording, disclosure, and use of identifiable personal information not governed by such procedures must be described as unfair information practice unless such recording, disclosure, or use is specifically authorized by law.[3]

Although this concept of personal privacy does not suggest a method for determining which data can be recorded and used, it does establish the individual's right to participate in any deliberations concerning the recording and use of identifiable personal data.

To provide safeguards for personal privacy as formulated above, the Committee recommended adherence to the following five fundamental principles for both administrative personal data systems and statistical-reporting and research systems:

- There must be *no* personal data recordkeeping systems whose very existence is secret.
- There must be a way for an individual to find out what information about him is in a record and how it is used.
- There must be a way for an individual to prevent information which was obtained about him for one purpose from being used or made available for other purposes without his consent.
- There must be a way for an individual to correct or amend a record of identifiable information about him.
- Any organization creating, maintaining, using, or disseminating records of identifiable personal data must ensure the reliability of the data for their intended use and must take reasonable precautions to prevent misuse of the data.[4]

The remainder of this chapter is devoted to guidelines and procedures for safeguarding student education records[5]—procedures based upon the five basic rules just cited and reflecting the provisions of the Family Educational Rights and Privacy Act of 1974 and the applicable Federal regulations.

---

[2]See U.S. Department of Health, Education, and Welfare, *Records Computers and the Rights of Citizens: Report of the Secretary's Advisory Committee on Automated Personal Data Systems* (Washington, D.C.: U.S. Government Printing Office, July 1973).

[3]Ibid., pp. 40-41.

[4]Loc. cit.

[5]As excerpted from 45 C.F.R. 99.3 (1979), a student's education records means: those records which (1) are directly related to a student, and (2) are maintained by an educational agency or institution or by a person acting for such agency or institution. The term does not include:

1. Records of instructional, supervisory, administrative, and educational personnel which are in the sole possession of the maker and which are not accessible to or revealed to any other individual except a substitute, as permitted by the regulations.
2. Records of a law enforcement unit of an educational agency or institution which are maintained apart from the student's education records, are maintained solely for law enforcement purposes, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction.
3. Records which relate to an individual who is employed by an educational agency or institution and which (1) are made and maintained in the course of business; (2) relate exclusively to the individual in that individual's capacity as an employee; and (3) are not available for use for any other purpose. This paragraph does not apply to records relating to an individual in attendance at the educational institution or agency who is employed as a result of his or her status as a student—that is, the student's employment records are considered to be part of that person's education record.
4. Records which relate to a student who has attained 18 years of age or is attending a postsecondary educational institution, and which are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional or paraprofessional role, or assisting in that capacity; created, maintained, or used only in connection with the provision of treatment to the student; and not disclosed to anyone other than individuals providing the treatment, unless the records can be personally reviewed by a physician or other appropriate professional of the student's choice. Moreover, treatment does not include remedial educational activities or activities which are part of the program of instruction at the educational agency or institution.
5. Records of an educational agency or institution which contain only information relating to a person after that person was no longer a student at the educational agency or institution.

GUIDELINES FOR CREATION OF STUDENT RECORDS AND COLLECTION OF DATA

Of primary importance in developing student records and in safeguarding their confidentiality is the determination, through appropriate information management practices, that the items of information collected and maintained are both accurate and necessary to the proper functioning of the institution and/or the personal and academic growth of the student. Assuring the accuracy of data reduces the possibility that the legitimate use of those data will lead to erroneous or invalid conclusions. Ascertaining the necessity of data reduces the amount of information and therefore the likelihood of errors, improper uses, and breakdowns in information security. Thus, the information to be collected and maintained should have a "declared, clear, and justifiable purpose related to the education of the student."[6]

Individual postsecondary educational institutions should respect this purpose by establishing guidelines for the development and maintenance of student records, in accordance with applicable laws and governmental regulations.[7] In keeping with well-defined procedures developed and adopted by the institution, items in each student's record should be carefully chosen and just as carefully collected.

In general, institutions should:[8]

SELECT	EXCLUDE
– *only* information which can assist the student with academic, personal, and occupational decisions.	– information judged irrelevant to the student's welfare.
– information of permanent or semipermanent value.	– inaccurate information.
– information required by State or Federal law.	– information of temporary value.
	– information which will not be used or is no longer needed.

[6]Russell Sage Foundation, *Student Records in Higher Education* (New York: Russell Sage Foundation, 1972), p. 5.

[7]See Russell Sage Foundation, pp. 5-18, for a suggested procedure designed to ensure the proper selection of student information items.

[8]John F. Putnam, *Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education.* State Educational Records and Report Series: Handbook V, Revised, 1974, U.S. Department of Health, Education, and Welfare, National Center for Education Statistics (Washington, D.C.: U.S. Government Printing Office, 1974), p. 9. This chart summarizes some rules which may be useful for selecting and excluding student record items. These rules are not mutually exclusive nor are they limited to concerns for FERPA.

GUIDELINES FOR MAINTAINING ACCURATE AND RELEVANT STUDENT EDUCATION RECORDS

The objective of maintaining records which are necessary and correct and which protect student privacy can be achieved through the formulation and implementation of policies and procedures—as required by Federal regulations—which:

1. Provide that students be (a) notified annually of their rights under FERPA, and (b) apprised as to where copies of the policy relative to FERPA may be obtained.[9]
2. Permit students to inspect and review their own education records; and provide a statement of the procedure to be followed by students to make such a request, a listing of the types and location(s) of education records maintained by the institution, the titles and addresses of the officials responsible for those records, and the price of copies.[10] This right to inspection also includes the requirement that the institution comply with the student's review request within 45 days, respond to requests for explanations and interpretations of these records, and provide copies of the records where failing to do so would effectively prevent a student from exercising the right to inspect and review his/her education records.[11]
3. Restrict disclosure of personally identifiable information from the education records of a student without his/her prior written consent, except as otherwise permitted by statute (see pages 74 to 76 for a discussion of disclosure).[12]

[9]45 C.F.R.99.5(a)(1979) and 45 C.F.R.99.6(1979).

[10]45 C.F.R.99.5(a)2(1979) and 45 C.F.R.99.11(1976). In addition to the exceptions to education records cited in Section 99.3 of the Federal regulations, (see page 72, footnote 5), 45 C.F.R.99.12(1979) of Subpart B lists the following exemptions to a student's right of access at the postsecondary level: (1) their parents' financial files; (2) confidential letters and statements of recommendation filed in a student's education records prior to January 1, 1975, if these items were solicited with written assurance of confidentiality or retained with such an understanding; and (3) confidential letters and statements of recommendation filed in a student's education records after January 1, 1975, relative to admission to an educational institution, an application for employment, or the receipt of an honor or honorary recognition, if the student has voluntarily waived his/her right to see these particular records.

[11]45 C.F.R.99.11(1976).

[12]45 C.F.R.99.5(a)(3). The definition of the term "personally identifiable" appears in Section 99.3 of the regulations. Permissible and mandatory disclosures without prior written consent of the student are listed in 45 C.F.R. subpart D of Part 99, sections 99.31 through 99.37 and in FERPA, section 438(b)(1).

4. Usually require that a record be kept of disclosures made from the education records of a student, and permit the student to review this record (refer to pages 75 and 76 for a discussion of this topic).[13] and
5. Allow students to challenge the contents and seek correction of their education records through a request to amend them to the institution maintaining the records, or through a hearing to challenge their contents.[14] Such a student request must be acted on by the institution within a reasonable period of time following the receipt of the request.[15] Federal regulations require that if the institution decides not to amend a student's education record based upon his or her request, the institution must inform the student of such a refusal and of the student's right to a hearing.[16]

An institution must permit a student-requested hearing to ensure that the information in the student's education record is not inaccurate, misleading, or otherwise in violation of his or her privacy or other rights.[17] However, a hearing may not be requested to contest the assignment of a grade (or mark) given a student's performance in a course. Nevertheless, a student may request a hearing to challenge whether a grade was improperly recorded in the education record.[18] The hearing must be scheduled and held within a reasonable period of time after the request has been made, and the student must be advised of the date, place, and time of the hearing.[19] The officer assigned to conduct the hearing must be one who has no direct interest in its outcome. At the hearing, the student must have the opportunity to present evidence, and may be assisted or represented by individuals of his or her choice. Evidence in support of the challenged data in the student's education records may be presented by the institution. Finally, a decision, based solely on the evidence presented at the hearing, including a summary of the evidence and the reasons for the decision, shall be provided in writing by the institution. The decision must be made within a reasonable period of time after the hearing is concluded.

If the decision sustains the student's contention that the information is faulty, the institution shall amend the student's record and inform the student in writing. If the decision is unfavorable to the student (i.e., the information is judged accurate), the student shall have the right to place a statement into his or her records commenting upon the information in the record and/or indicating any objections to the institution's decision. The student's statement shall be maintained as part of the student's record until such time as the contested information is removed, and shall be disclosed if and when the contested data are disclosed.[20]

Thus, if policies and procedures leading to the maintenance of accurate and relevant student records are to be carried out successfully, students must know what records are maintained by the institution, the titles and addresses of the persons responsible for them, and where the records are located. Moreover, students' rights relative to the inspection and review of their education records must be established and the students must be fully informed of their rights, and of procedures they must follow to challenge and request correction of these records.

GUIDELINES FOR THE DISCLOSURE OF STUDENT EDUCATION RECORDS[21]

As prescribed by Federal law, a postsecondary educational institution must grant to students and to former students at their request, access to their education records.[22] Excluded from this category are applicants for admission who were not admitted, or, if

[13] 45 C.F.R.99.32(1979).
[14] 45 C.F.R.99.5(a)(5) and 45 C.F.R. subpart C of Part 99.
[15] 45 C.F.R.99.20(b)(1979).
[16] 45 C.F.R.99.20(b) and (c).
[17] 45 C.F.R.99.21(a)(1979).
[18] 41 C.F.R.24666(June 17, 1979).
[19] The requirements for a hearing, as discussed on this page and on page 144, are given in 45 C.F.R.99.21 and 99.22.
[20] The hearing requirements stated in this paragraph are given in 45 C.F.R.99.21(1979).
[21] This section is based upon FERPA and 45 C.F.R. subpart D of Part 99. The definition of the term "education record" appears in the footnote on page 72. Also see appendix J, page 138.
[22] Excluded from the student's right to access are those materials defined as other than education records, as well as certain education records, maintained at the postsecondary educational level, to which access by a student is not required. Refer to pages 75, 76, and appendix J for discussion of these limitations and exclusions.

admitted, who did not attend the institution.[23] Generally, for requests of other parties, the prior written consent of the student is required before a postsecondary education institution or agency may disclose a student's education record or personally identifiable information contained therein.[24] The written consent obtained from the student must be signed and dated by the student giving consent, specifying the education records to be disclosed, indicating the purpose or purposes of the disclosure, and stating the party or class of parties to whom the disclosure may be made.[25]

Exceptions to the prior written consent requirement stated in the previous discussion include—in addition to mandatory disclosure by the education agency or institution to the student who requests access to his or her own education records—release of information classified as directory information. An education institution or agency has some discretion in deciding what items to categorize as directory information. According to Federal regulations, the educational institution or agency may include as directory information such information items as the student's name, address, telephone number, birthdate and birthplace, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, previous educational agency or institution most recently attended, and other similar information. (This list is illustrative and is not intended to be exhaustive.)[26] Directory information may be released without the prior written consent of the student, if the educational institution or agency gives public notice of the information items it has designated as directory information, and of the right of a student to refuse to permit the inclusion of any or all of such information items about that student as directory information. Once the student has had a reasonable opportunity to respond to such notice, the educational institution or agency may then release directory information for any student who has not objected to such disclosure.[27] These conditions regarding the disclosure of directory information must be followed only in the case of a student who is in attendance at the educational institution or agency.

Other exceptions to the prior written consent requirement include disclosures to specific parties or for particular purposes, as provided in FERPA and the Federal regulations.[28] These exceptions are summarized below:[29]

1. to school officials within the institution with a legitimate educational interest, as determined by the institution;
2. to officials of other institutions in which a student intends to enroll, as specified by Federal regulations;
3. to certain authorized representatives of the United States or State agencies in connection with the audit and evaluation of Federally supported education programs or in relation to the enforcement of, or in compliance with, the Federal legal requirements associated with these programs.[30]*
4. to certain authorized representatives of the United States or State agencies in connection with purposes other than those for which mandatory disclosure is required;
5. in connection with the application for or receipt of financial aid.
6. in conformance with State statutes, adopted prior to November 19, 1974, that specifically require the release of such information to State and local officials or authorities;*
7. to organizations conducting certain studies for or under the sponsorship of educational agencies or institutions which are being requested to disclose their records for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction;

---

23 45 C.F.R.99.3(1979).
24 45 C.F.R.99.30(a)(1) and 99.30(a)(2).
25 45 C.F.R.99.30(c)(1979).
26 45 C.F.R.99.3(1979).
27 45 C.F.F.99.37(1979).

28 45 C.F.R.99.30(1979) and section 99.37 and 99.31.

29 45 C.F.R.99.31(1979) and 99.37(1976). Educational institutions and agencies should consult the Federal regulations for precise conditions under which disclosure may be made to the parties or for other reasons as stated above.

30 Authorized representatives to whom disclosure must be made in these circumstances include the Comptroller General of the United States, the Secretary of the Department of Health, Education, and Welfare, the U.S. Commissioner of Education, the Director of the National Institute of Education, the Assistant Secretary for Education, the Administrator of Veterans' Affairs of the U.S. Veterans' Administration, and State educational authorities.

*Note.—The permissible nature of the disclosures contained in this list does not automatically protect an educational institution or agency from any liabilities or penalties that might accrue from noncompliance with a Federal and/or State statute or judicial order or subpoena.

8. to accrediting organizations in order to carry out their accrediting functions;
9. to parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954;
10. in compliance with a judicial order or lawfully issued subpoena, as provided by Federal regulations,* and
11. to appropriate parties in a health or safety emergency, in compliance with legal requirements for designating and releasing such information, as provided by Federal regulations.

FERPA provides that disclosure to an organization, institution, agency, or individual, in accordance with approved institutional procedures, may be made only on the condition that such party will not redisclose these records to any other party without the prior written consent of the student.[31] Officers, employees, and agents of an institution, agency, or organization to which personally identifiable information from the education records of a student has been disclosed may use this information, but only for the specific purpose(s) for which it was initially disclosed. A party obtaining information from a postsecondary education institution or agency without the prior written consent of a student, as permitted by law, may redisclose the information to another party who could obtain this information directly from the institution or agency without the prior written consent of the student, if the initial disclosure (by the institution) was made with the understanding that redisclosure could take place. Evidence of this understanding on the part of the institution making the initial disclosure would be an accounting of such a redisclosure by that institution, kept in accordance with the recordkeeping requirements in the discussion that follows.[32]

A student is generally entitled to know the identity of those parties to whom his or her educational record has been disclosed. Therefore, a written record must be maintained regarding each request for, and each disclosure of, personally identifiable information from the student's education records. Exceptions to this recordkeeping requirement involve those situations in which the request for disclosure or the disclosure itself is for directory information, or is made to the student, to institutional officials having a "legitimate educational interest," or to a party or parties specifically designated in the written consent of the student.[33]

The record of disclosures must be available for inspection by the student and by officials of the institution responsible for the custody of these records.[34] The record of disclosures must include the identity of parties requesting or obtaining access to the student's records, the date and purpose of the request, a citation of the legitimate interest these parties had in requesting or in obtaining the information, the information requested, and the action taken on the request.[35]

SUMMARY

Fundamental to any discussion of confidentiality—and to policy development at local and State levels—are those students' rights that are defined by law. Accordingly, educators are urged to consult and become familiar with those statutes and governmental regulations which pertain to the confidentiality of student records. For example, legislation may:

- require, as does the Family Educational Rights and Privacy Act, policies to ensure confidentiality of student records and to ensure students' rights to inspect and challenge these records;
- require disclosure of records pursuant to legal process;
- protect confidential communication;
- define invasion of privacy;
- define the procedures constituting "consent" (e.g., for releasing a record) and state who may give consent;
- define negligence; and
- limit charitable and governmental immunity (i.e., in some instances educators may not be exempt from prosecution for harm done to students as a result of negligence with respect to infringement on the right of privacy).

If effective action is to be taken in protecting or guaranteeing confidentiality, knowledge of the laws is essential. All data handling procedures must comply with the laws.

To assure that legal requirements are met, and that ethical and moral responsibilities are carried out appropriately and effectively, educational agencies and institutions are expected to establish written policies and

*See note on page 75.

31 45 C.F.R. 99.33(1979).

32 *Ibid.*

33 45 C.F.R.99.32(1979).

34 45 C.F.R.99.32(c)(1979).

35 45 C.F.R.99.32(a)(1979).

guidelines for maintaining the confidentiality of student records. Such policies and guidelines should state principles and procedures for:

- selecting appropriate information items for student records;
- carefully collecting these items;
- using sampling techniques wherever possible for research or statistical purposes rather than obtaining data from student records of all possibly relevant students or institutions;
- maintaining relevant, accurate, and confidential records;
- carefully screening persons who will handle confidential information;
- carefully defining conditions under which access to student records by school personnel is permitted;
- safeguarding data (or restricting access) while those data are in the possession of any contracting organization;
- safeguarding individual student records being transferred to other institutions, State education agencies, and elsewhere;
- safeguarding data tapes being transferred among agencies;
- transferring personal information to an authorized third party only on the condition that this third party not permit any other party ot have access to the information without the written consent of the student, as appropriate;
- concealing the identity of individuals or institutions desiring or entitled to confidentiality, through appropriate procedures for aggregating, encoding, and releasing sensitive data; and
- destroying record data no longer needed.

Major responsibility should be assigned for assuring the effective implementation of policies and procedures designed to maintain the confidentiality of student records. This responsibility might rest with the board of trustees, with a designated official, or with a committee competent to review policies, procedures, and activities involving student records.

The individual or group appointed should be assigned responsibility for ensuring that student data are collected, stored, accessed, used, and discarded in such a way that:

- the rights and welfare of students are adequately protected;
- the potential benefits to students resulting from any particular use of their records outweigh the potential risks; and
- informed consent is obtained from students or parents, by adequate, appropriate, and efficient methods, for including certain data in student records and using them (or releasing them) for specified purposes.

Continuing, constructive communication should be maintained between the responsible official or group and the trustees, administrators, and members of the staff who handle student data. Further, appropriate and informative records should be maintained for the designated official or group to use when reviewing policies and procedures or when examining documentation of informed consent or other documentation that may pertain to the collection, use, and release of student records. All activities of the responsible parties should be conducted with objectivity, and in such a manner as to ensure the exercise of unbiased judgment by participants.

Finally, an education agency or institution should periodically reassure itself, through appropriate continuing review, that the policies and procedures designed for protecting the rights of its students are being effectively applied.

Appendix A

INFORMATION ITEM TABLES

This appendix is a reference guide to information items listed for each data element in chapter 2. The information items are presented in tabular format and follow the same classification sequence used in chapter 2.

Appropriate qualifiers and data elements are shown in the tables as column and row titles, respectively. An information item formed from a particular data element and qualifier is listed in the table under the appropriate qualifier and opposite the constituent data element.

The general description or definition of an information item, a data element, and a qualifier is provided in chapter 2, page 8. The definition of a particular information item can be constructed by referring to the definitions of the component data element and qualifier.[1]

The tabular presentation of information items organized by classification divisions shows (1) the full scope of information items, data elements, and qualifiers in the handbook; (2) the multiple uses of a data element as a component of information items; and (3) the relationship between classification divisions and corresponding data elements, qualifiers, and information items. This presentation may facilitate the location and interpretation of items by users of postsecondary student data.

[1]The applicability of such derived definitions has been tested for only the information items shown in chapter 2.

I. DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS

This major information category consists of the following subcategories:

- Personal Identification and Characteristics, p. 12
- Residence, p. 22
- Educational/Occupational Aspirations, p. 24
- Financial Information, p. 26.

Information items in these respective subcategories may be used to identify an individual student and describe the student's socioeconomic background, including family and residence information, the student's educational and occupational aspirations, and aspects of his/her financial situation.

FIGURE A-1.—DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS

I. PERSONAL IDENTIFICATION AND CHARACTERISTICS

Items of information in this Section may be used to identify an individual—e.g., a student, the student's parents, and the student's spouse—and to describe various personal characteristics of these individuals, including their socioeconomic background and family situtation.

Data Element \ Qualifier	Defined on Page	Student	Female Parent	Male Parent	Parents	Spouse
1. Name	12					
a. Legal Name	12	Student's Legal Name	Female Parent's Legal Name*	Male Parent's Legal Name*		Spouse's Legal Name*
b. Any Other Name	12	Any Other Name of the Student				
2. Birthdate	12	Student's Birthdate				
3. Birthplace	13	Student's Birthplace				
4. Date of Death	13	Date of Student's Death	Date of Female Parent's Death*	Date of Male Parent's Death*		
5. Racial/Ethnic Group	13	Student's Racial/Ethnic Group				
6. Sex	13	Student's Sex				
7. Country of Citizenship	14	Student's Country of Citizenship				
8. Citizenship Status	14	Student's Citizenship Status				
9. Social Security Number	15	Student's Social Security Number	Female Parent's Social Security Number	Male Parent's Social Security Number		Spouse's Social Security Number

*These information items are applicable to student financial aid applicants or recipients and their families, and are required for financial aid determinations.

FIGURE A-1.—DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS—Continued

I. PERSONAL IDENTIFICATION AND CHARACTERISTICS—Continued

Data Element \ Qualifier	Defined on Page	Student	Female Parent	Male Parent	Parents	Spouse
10. Student Identification Number	15	Student's Identification Number				Spouse's Student Identification Number (if in the same institution)
11. Relationship to Student	15		Female Parent's Relationship to Student	Male Parent's Relationship to Student		
12. Highest Level of Education Completed	16	Student's Highest Level of Education Completed	Female Parent's Highest Level of Education Completed	Male Parent's Highest Level of Education Completed		
13. Occupation Category	17	Student's Occupation Category	Female Parent's Occupation Category	Male Parent's Occupation Category		Spouses Occupation Category
14. Professional Certification/Licensure(s)	17	Student's Professional Certification/ Licensure(s)				
15. Proficiency with English	17	Student's Proficiency with English				
16. Primary Language	18	Student's Primary Language				
17. Other Language in which Proficient	18	Other Language in which Student is Proficient				
18. Marital Status	18	Student's Marital Status*	Female Parent's Marital Status*	Male Parent's Marital Status*		

*These information items are applicable to student financial aid applicants or recipients and their families, and are required for financial aid determinations.

Data Element \ Qualifier	Defined on Page	Student	Female Parent	Male Parent	Parents	Spouse
19. Dependency Status	19	Student's Dependency Status*				
a. Number of Dependents	19	Number of Student's Dependents*			Number of Parents' Dependents*	
b. Number of Dependents in Postsecondary Education Institutions	20	Number of Student's Dependents in Postsecondary Education Institutions*			Number of Parents' Dependents in Postsecondary Education Institutions*	
20. Handicap Category	20	Student's Handicap Category				
a. Visually Handicapped	20					
b. Hearing Handicapped	21					
c. Deaf-Blind	21					
d. Orthopedically Handicapped	21					
e. Other Health Handicapped	21					
f. Speech Handicapped	21					
g. Mentally Handicapped	22					
h. Multihandicapped	22					
21. Special Assistance Needs	22	Student's Special Assistance Needs				

*These information items are applicable to student financial aid applicants or recipients and their families, and are required for financial aid determinations.

FIGURE A-1—DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS

II. RESIDENCE

Items of information in this section may be used to identify the location of the residence of an individual, describe the type of housing in which a student lives, and provide information concerning the legal residence of the student.

Data Element \ Qualifier	Defined on Page	Student	Female Parent	Male Parent	Parents	Spouse
1. Address	22					
a. Permanent Address	22	Student's Permanent Address			Parent's Permanent Address	
b. Legal Address	23	Student's Legal Address			Parents' Legal Address	
c. Local Address	23	Student's Local Address				
2. Type of Housing	23	Student's Type of Housing				
3. Residency Status	23	Student's Residency Status[1]				
4. Distance Between Local Address and Postsecondary Institution	24	Distance Between Student's Local Address and Postsecondary Institution				

[1] If the student is a minor, the student's residency status is that of his parents.

DOCUMENT RESUME

ED 215 656 HE 015 049

AUTHOR	Putnam, John F.
TITLE	Postsecondary Student Terminology: A Handbook of Terms and Definitions for Describing Students in Postsecondary Education.
INSTITUTION	Government Studies & Systems, Philadelphia, Pa.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-79-409
PUB DATE	Mar 81
CONTRACT	OEC-0-74-9264
NOTE	216p.; Parts of appendix are marginally legible.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Academic Aspiration; *Classification; College Admission; Confidential Records; Data Analysis; Definitions; Disclosure; Educational Background; Employment Experience; Family Income; Financial Needs; Glossaries; Higher Education; Individual Characteristics; Information Systems; Majors (Students); Military Service; Occupational Aspiration; Parent Financial Contribution; Place of Residence; *Postsecondary Education; School Registration; Student Characteristics; Student Costs; Student Employment; Student Evaluation; Student Experience; Student Financial Aid; Student Records; *Vocabulary
IDENTIFIERS	*Standardization

ABSTRACT

A handbook of terms and definitions for describing students in postsecondary education includes technical and vocational schools as well as various forms of adult education and nontraditional study. Input was gathered from 40 national organizations and 29 federal agencies; 20 organizations and agencies provided field test sites. The guide's chapters include (1) an introduction, (2) student information items, and (3) data management and confidentiality of postsecondary student data. Its objective is to encourage standardization in the use of terms and definitions by the numerous agencies, institutions, and organizations that provide, set policy for, support, and/or regulate postsecondary education. Postsecondary data elements are organized according to three major classification divisions: demographic and biographical characteristics, student's educational experience, and student's employment experience. These divisions contain the information items most needed at various levels of postsecondary education organization for purposes of policy-making, or for planning, managing, operating, and evaluating postsecondary programs and/or institutions. The main divisions of the classification are also subdivided, and data elements within these subdivisions are combined with personal qualifiers to form information items that may be used to identify a person (e.g., student and family characteristics) and to describe various personal characteristics of that individual, for example. Additionally, general technical principles and procedures for safeguarding the confidentiality of student data are considered. The 14 appendices include: information item tables, information about uses of data elements about postsecondary students, codes for states and countries, fields of study and languages, standard occupational classification system, and information about relevant legislation. (SW)

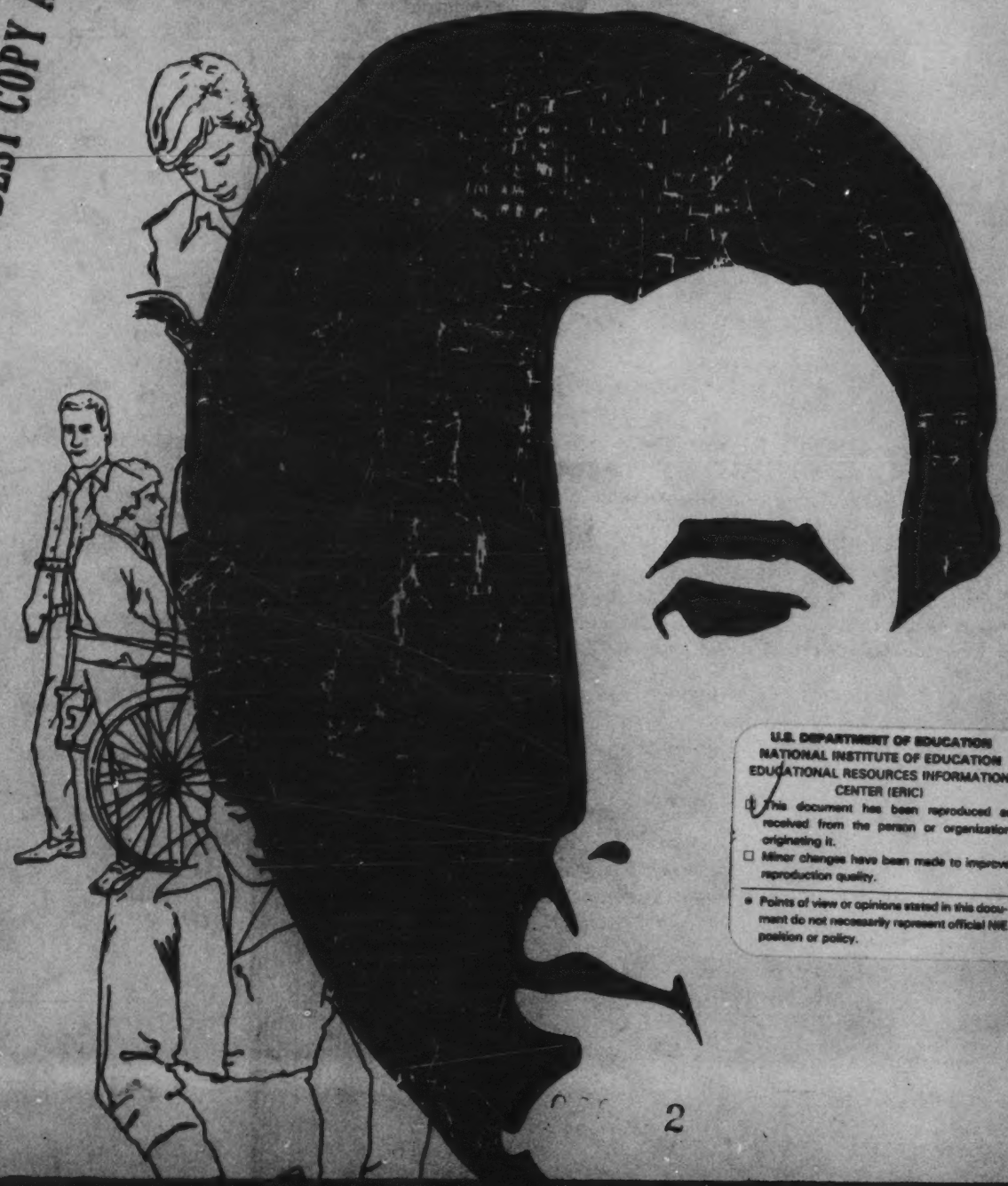
ED215656

BEST COPY AVAILABLE

Postsecondary Student Terminology:

A Handbook of Terms and Definitions for Describing Students in Postsecondary Education

by
John F. Putnam
National Center for Education Statistics



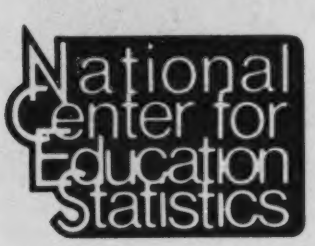
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

NE 015049

U.S. Department of Education
T. H. Bell
Secretary

Office of Educational Research and Improvement
Dick W. Hays
Acting Assistant Secretary

National Center for Education Statistics
Marie D. Eldridge
Administrator



NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

"The Secretary shall, insofar as practicable, develop standard definitions and terms . . . to be used by all Federal agencies in dealing with education-related information and data acquisition requests."--Section 400 A. (d)(1) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

Drafts of this manuscript were developed by Government Studies and Systems, Inc. under contract No. OEC-0-74-9264 with the National Center for Education Statistics. Jerome Ackerman served as Project Director.

FOREWORD

This handbook is a resource publication designed to encourage standardization in the use of terms and definitions by the numerous agencies, institutions, and organizations which provide, set policy for, support, and/or regulate postsecondary education. Although recent years have seen several successful attempts to develop terminology systems for college and university students, this handbook reflects the first major effort to organize and consolidate terminology for the full range of postsecondary students, including technical and vocational school students as well as students engaged in various forms of adult education and nontraditional study.

Contained in the handbook are terms and definitions for data elements and qualifiers. The handbook also contains narrative sections designed to facilitate the adoption of the terminology in information systems and to provide guidelines for protecting the confidentiality of student records. It is anticipated that this handbook will assist planners, administrators, and other decisionmakers by providing a common language which can contribute to a higher quality of data and to more efficient information management. Representing the best thinking of scores of persons knowledgeable in the field, the handbook is designed to expand, change, and grow as the field of postsecondary education itself embarks on an era of growth and change.

Development of the handbook resulted from a cooperative process. The National Center for Education Statistics (NCES), through a contract with Government Studies & Systems, Inc., coordinated the input of hundreds of persons directly involved in many aspects of postsecondary education throughout the Nation. An outline of procedures followed in the project--including mention of specific committees and panels--may be found in appendix L, pages 163-166.

While space does not permit the naming of all individuals and organizations contributing to this handbook, major participants are acknowledged on page iv and in appendix N, pages 169-186.

The project's Planning Committee played a particularly significant role in refining project procedures and reviewing project materials. This committee was comprised of persons representing the following organizations:

Adult Education Association of the U.S.A.

American Association of Collegiate Registrars and Admissions Officers

American Association of Community and Junior Colleges

American Council on Education

American Vocational Association

Education Commission of the States

National Association of Trade and Technical Schools

National Center for Education Statistics

National Center for Higher Education Management Systems

National Vocational Guidance Association

Appreciation is expressed to these organizations and their representatives.

Marie D. Eldridge
Administrator, National Center
for Education Statistics

March 1981

ACKNOWLEDGMENTS

Grateful acknowledgment is expressed for contributions made to the handbook by representatives of the following organizations:[1]

National Organizations whose members served on project committees and as reviewers:

Adult Education Association of the United States of America
American Association of Collegiate Registrars and Admissions Officers
American Association of Community and Junior Colleges
American Association of State Colleges and Universities
American College Personnel Association (APGA)
The American College Testing Program
American Council on Education
American Educational Research Association
American Personnel and Guidance Association
American Society for Training and Development
American Society of Allied Health Professions
American Vocational Association, Inc. (postsecondary department)
American Vocational Education Research Association (AVA)
The Association for Institutional Research
Association of American Colleges
Association of American Universities
Association of Independent Colleges and Schools
College Entrance Examination Board
Council of Graduate Schools in the United States
The Council on Postsecondary Accreditation
Education Commission of the States
Educational Testing Service
Engineers' Council for Professional Development
National Association for Foreign Student Affairs
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of State Budget Officers
National Association of State Scholarship Programs
The National Association of State Universities and Land-Grant Colleges
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Association of Trade and Technical Schools
National Center for Higher Education Management Systems
National Coordinating Council for Vocational Student Organizations
National Council of State Directors of Community and Junior Colleges
National Home Study Council
National Student Association
National University Extension Association
National Vocational Guidance Association (APGA)
State Higher Education Executive Officers Association

[1]The names of participating individuals are listed in appendix N.

Federal Agencies that participated in the development and review of project materials:

ACTION (education programs)
Bureau of Indian Affairs, Department of Interior
Bureau of Labor Statistics, Department of Labor
Bureau of the Census, Department of Commerce
Council of Economic Advisors
Department of Health, Education, and Welfare (HEW) Audit Agency
Employment and Training Administration, Department of Labor
Fair Information Practices Staff, HEW
Federal Interagency Committee on Education, HEW
Health Resources Administration, HEW
Immigration and Naturalization Service Department of Justice
Law Enforcement Assistance Administration, Department of Justice
National Center for Education Statistics, HEW
National Institute of Education, HEW
National Institutes of Health, HEW
National Science Foundation
Office for Civil Rights, HEW
Office of Education, HEW
Office of General Counsel–Education, HEW
Office of the Assistant Secretary for Education, HEW
Office of the Assistant Secretary for Planning and Evaluation, HEW
Social and Rehabilitation Service, HEW
U.S. Civil Service Commission
U.S. Department of Agriculture
U.S. Department of Defense
U.S. Department of Housing and Urban Development
U.S. Department of State
U.S. Energy Research and Development Administration
Veterans Administration

Organizations and Agencies that provided field test sites:

Lincoln Technical School
Mercy College of Detroit
Milwaukee Area Technical College
National Center for Educational Statistics, HEW
- Office of the Administrator
- Division of Multi-Level Statistics
- Division of Postsecondary and Vocational Education Statistics
  - Adult and Vocational Education Surveys Branch
  - Higher Education Surveys Branch

New Jersey State Department of Education, Division of Vocational Education
New Jersey State Department of Higher Education
Ocean County (N.J.) Vocational-Technical School
Ohio Board of Regents
Ohio State Department of Education, Division of Vocational Education
The Ohio State University
Pennco Technical School of Electronics
Philadelphia School of Office Training
Thomas Jefferson University, College of Allied Health Sciences
U.S. Office of Education, HEW
- Bureau of Education for the Handicapped
- Bureau of Occupational and Adult Education
- Bureau of Postsecondary Education
- Office of Guaranteed Student Loans
- Office of Planning, Budgeting, and Evaluation

The University of Pennsylvania
Wilfred Academy of Hair and Beauty Culture

CONTENTS

Page

FOREWORD iii

ACKNOWLEDGMENTS v

Chapter 1 – INTRODUCTION 1
- Benefits of Standardized Terminology 1
- Some Basic Definitions in Postsecondary Education 3
- Criteria for Including Information Items in the Handbook 4
- System of Data Elements, Qualifiers, and Information Items 4
- Classification of Data Elements and Information Items 4
- Confidentiality 4
- Relationship of the Handbook to Postsecondary Education Issues 6

Chapter 2 – STUDENT INFORMATION ITEMS 7
- Classification of Data Elements 7
- Definitions for Data Element, Qualifier, and Related Terms 7
- Use of Qualifiers 8
- Definitions of Individual Qualifiers 8
- Numeric Coding of Data Elements 10
- List of Data Elements: Demographic and Biographical Characteristics 11
- Demographic and Biographical Characteristics 12
  - Personal Identification and Characteristics 12
  - Residence 22
  - Educational/Occupational Aspirations 24
  - Financial Information 26
- List of Data Elements: Student's Educational Experience 30
- Student's Educational Experience 32
  - Institutional Identification 32
  - Admissions 33
  - Financing Student's Postsecondary Education 36
  - Registration 43
  - Participation/Performance 51
  - Termination 59
- List of Data Elements: Student's Employment Experience 62
- Student's Employment Experience 63
  - Civilian Employment Experience 63
  - Military Service Experience 66

Chapter 3 – DATA MANAGEMENT AND CONFIDENTIALITY OF POSTSECONDARY STUDENT DATA 71
Concerns About Confidentiality 71
Guidelines for Creation of Student Records and Collection of Data 73
Guidelines for Maintaining Accurate and Relevant Student Education Records 73
Guidelines for the Disclosure of Student Education Records 74
Summary 76

APPENDIXES

A Information Item Tables 79

B Notes on Uses of Specific Data Elements 103

C Uses of Data Elements About Postsecondary Students 113

D Standard Format for Calendar Date 117

E State Codes 119

F Codes for Countries, Dependencies, and Areas of Special Sovereignty . . . 121

G Part I – Major and Minor Fields of Study 125
Part II – Subject-Matter Areas 126
Part III – Languages 126

H Standard Occupational Classification System 127

I Classification of U.S. Nonimmigrant Visa Types 135

J Part I – The Family Educational Rights and Privacy Act of 1974 137
Part II – Privacy Rights of Parents and Students–Federal Regulations . . 141

K Part I – Rules and Regulations for Part B of the Education for All Handicapped Children Act 149
Part II – Rights of Handicapped Persons Under Section 504 of the Rehabilitation Act of 1973, as Amended 152
Part III – Rules and Regulations for Section 504 of the Rehabilitation Act of 1973, as Amended 154

L Activities Related to the Development of the Handbook 163

M Abbreviations and Acronyms Used in the Handbook 167

N Individual Contributions to the Development of the Handbook 169

INDEX 187

Chapter 1

INTRODUCTION

This handbook is designed to serve as a resource for decisionmakers and other persons in that community of organizations which provides, assists, influences, plans, coordinates, and/or studies postsecondary education in the United States. It was produced to encourage standardization of terminology in postsecondary education communications, with a view to enhancing the quality and efficiency of decisions. The handbook contains a listing of postsecondary student information items, their constituent data elements, and their definitions. The items included are those most frequently used in describing postsecondary students and potential postsecondary students, primarily in connection with educational planning and administration.

The primary audience for this handbook includes persons involved in planning, supporting, providing, and administering postsecondary education. This group also embraces the staffs of postsecondary institutions, professional organizations, and other educational agencies or institutions, including persons in Federal, State, and local governmental or quasi-governmental agencies, boards, and commissions.

The materials selected for inclusion in this document are intended to anticipate many of the student descriptors used by members of the target audience; however, such a document cannot be all-inclusive. Specific information needs can best be determined by the institution or organization itself, according to its policies, procedures, and decisionmaking approaches. Even within an institution, the selection of specific data elements for describing students may differ. *Thus, it is not the intention of this handbook to dictate information needs.* It is expected, rather, that once these needs have been identified, a user may employ the handbook to translate the needs into terms and definitions of acceptable (or "standard") data elements, and then into information items which will clarify and strengthen the data gathering process.

The definitions in this handbook cannot and do not take precedence over those mandated by Federal and/or State legislation. It is hoped, however, that this publication will influence the development of terminology and definitions used in future legislation and regulations. In addition, the handbook is expected to serve as a guide to Federal agencies in preparing communications and data requests about postsecondary students. Institutions which adopt the handbook's terminology should be able to respond more easily to Federal reporting requests.

This handbook is intended to allow persons responsible for the design and operation of recordkeeping and reporting systems an opportunity to review their terminology in terms not only of this handbook but also of relevant legislation and regulations and, to the degree feasible, to adopt the "standard" terms and definitions presented here.

BENEFITS OF STANDARDIZED TERMINOLOGY

Many benefits may be derived from the voluntary implementation of standardized terms and consistent definitions about students. Standardization or agreement on vocabulary can be regarded as the minimum requirement for effective communication within and among organizations committed to postsecondary education. The strengthened communication which will result from standardization will have significant impact on the quality of education as a whole by facilitating sharper evaluation and by making possible more effec-

tive planning and a better selection of educational programs and policies for the future.

In addition, benefits are expected to result from: 1) improved comparability of statistical information, 2) reduced reporting burdens, and 3) improved appraisal of student records.

1. Improved Comparability of Statistical Information

Planners, policymakers, and other data users require comparable statistical information about students (e.g., distribution of full-time enrollment by racial/ethnic group, by type of institution; or average financial aid per student, by type of institution). To ensure that these statistics are comparable, the information items used to record and report these data must be consistently defined and interpreted. This handbook provides terms and definitions which can be used across the country in collecting uniform data and in reporting comparable information about students in postsecondary education. Moreover, the use of the information items, terms, and definitions which are presented in this handbook promotes consistent recording and reporting of information among the various units of a single institution or agency.

2. Reduced Reporting Burdens

The use of standardized terms can lighten a continuing burden for suppliers of educational data. Even though student data exist in great volume in all postsecondary educational institutions and in local, State, and Federal agencies, they tend to be accumulated and filed by so many different means that requestors of information frequently cannot be satisfied, even though the data they require may exist in some form. It may be difficult for one information user to retrieve or interpret another's data without costly and tedious conversion, imputation, or special surveys. Even organizational units within a single institution frequently use different definitions for key student descriptors, thereby frustrating effective use of existing data, and making routine statistical reporting burdensome.

By offering a common language, therefore, this handbook will help to standardize the meanings of terms regularly utilized in required surveys and reports. Such standardization will help reduce the burden on the supplier and will minimize problems in interpreting and responding to data requests. This handbook is intended to be the source of terms and definitions for the National Center for Education Statistics (NCES) in collecting data about students in postsecondary education.

Centralized data banks are now being developed by State and Federal agencies which contain statistical data about education in the United States.[1] The combined use of standardized terminology and central data banks at State and national levels will result in: 1) the availability of education data based upon known standardized terms and definitions and in a known format which may be transmitted directly to users, and 2) a reduction in the number of data collection requests directed to postsecondary educational institutions, thereby easing the institutions' reporting burdens.

3. Improved Appraisal of Student Records

Communication of information about students is essential to legislators, administrators, planners, and policymakers in institutions, agencies, and organizations concerned with various aspects of postsecondary education. Information is often needed about an individual, as in the case of a person applying to an institution for admission or for financial aid, seeking to transfer, or being considered for an honors award. Information is needed also about groups of students in order to plan and establish programs, plan and project resource requirements, evaluate programs, and allocate, budget, and disburse funds. This handbook, by presenting a basic terminology, provides the common language necessary for effective communication and reporting about postsecondary students.

The extensive implementation and use of the terminology in this handbook will result in improved appraisal of student records by–

- facilitating the collection of significant postsecondary student data at all levels of educational management (local, State, and national),

[1]For example, educational researchers and policymakers can obtain timely statistics concerning education in the United States through EDSTAT. Operated by the National Center for Education Statistics (NCES), EDSTAT comprises large data bases (with a total of several hundred million characters of educational data) which can be accessed via remote computer terminals throughout the United States. In addition, EDSTAT maintains a library of computer tapes containing education data collected by NCES and other public agencies. For further information, write: EDSTAT, National Center for Education Statistics, 400 Maryland Avenue SW., Washington, D.C. 20202.

- promoting accurate interpretation of student records and reports, and
- assisting in the accurate and timely communication of data about students.

SOME BASIC DEFINITIONS IN POSTSECONDARY EDUCATION

Four terms and their definitions are basic to the purposes and uses of this handbook: "postsecondary education institution," "postsecondary student," "postsecondary student data," and "postsecondary education." These four definitions are interrelated, and should be considered as a group in order to be fully understood.

A *postsecondary education institution* is defined as an academic, vocational, technical, home study, business, professional, or other school, college or university—or other organization or person—offering educational credentials or offering instruction or educational services (primarily to persons who have completed or terminated their secondary education or who are beyond the age of compulsory school attendance) for attainment of educational, professional, or vocational objectives.[2] Postsecondary education institutions may be classified as either publicly or privately controlled; the privately controlled group includes two major categories: private nonprofit schools, and proprietary schools.

Postsecondary education institutions may be grouped in the following manner, regardless of their source(s) of funding or their method(s) of delivering instruction:

- universities, colleges, and other educational institutions offering programs leading to bachelor's, master's, first-professional, and/or doctor's degrees;
- community/junior colleges and other 2-year educational institutions offering programs leading to associate degrees, diplomas, certificates of completion, and/or their equivalents;
- vocational-technical schools, technical institutes, business schools, flight schools, cosmetology/barber schools, trade schools, hospital schools, and other schools offering occupational training programs, frequently leading to diplomas or certificates; and
- other training sources providing instruction in a program of postsecondary education, including local education agencies, business organizations, labor unions, professional organizations, religious organizations, museums, libraries, and individuals, but *only* when such education is offered to the general public.[3]

A *postsecondary student*, for purposes of this handbook, is defined as a person for whom instruction is provided in postsecondary education (as defined below) under the auspices of a postsecondary education institution (as defined above). Such instruction may be provided by direct student-teacher interaction or by some other medium such as television, radio, telephone, or correspondence.

Postsecondary student data, in this handbook, includes information about individuals who have sought admission to a postsecondary education institution, currently are postsecondary students, or previously have been postsecondary students.

It is expected that most student data collected will be concerned with those students who have requested admission and are currently registered at an institution, or who have terminated attendance. Information on those applicants who have been rejected by an institution—or who have been admitted but did not attend—also may be desired; for this reason the definition of student data is broad enough to describe applicants to an institution, whether or not they subsequently attend. The context of a given report, the data element, and the qualifier[4] usually provide sufficient information to determine whether the student data being reported refer to an applicant, a current student, or a former student.

Postsecondary education includes all instruction provided for persons who have completed secondary education or who have discontinued secondary education and are beyond the age of compulsory school attendance.

[2]This is, essentially, the definition of postsecondary educational institutions endorsed by the Federal Interagency Committee on Education and published in "Definition of Postsecondary Educational Institution," *FICE Report*, vol. 1, no. 3 (June 1974). Furthermore, the "attainment of educational, professional, or vocational objectives" can be interpreted as including personal or avocational objectives.

[3]While this handbook is designed to provide descriptors for persons (students) receiving instruction in situations open to the public, the concepts and terms may apply also to persons receiving instruction in other situations.

[4]A discussion of data elements, qualifiers, and information items is included in the introduction to chapter 2.

CRITERIA FOR INCLUDING INFORMATION ITEMS IN THE HANDBOOK

Three operating rules regarding information items were developed, which, when taken together, comprised the criteria used for determining which information items are included in this handbook. These three rules are listed below, followed by the criteria.

Rule 1

The information item is directly related to persons who may participate, are participating, or have participated in postsecondary education, and is generally used by postsecondary educational institutions to describe the education status, activities, and performance of these persons for purposes such as planning, managing, researching, and evaluating educational programs.

Rule 2

The information item is among the most frequently used items needed for communicating about individual students or about groups of students within and among postsecondary educational institutions, with other educational institutions and organizations, or with agencies of Federal, State, and local governments with which postsecondary educational institutions interact.

Rule 3

The information item is important for the analysis of those major issues facing postsecondary education in which data about students are necessary for evaluations and forecasts and for the development of educational plans and programs.

Using these rules in combination, an information item (and its constituent data element and qualifier) was selected for inclusion in this handbook if it satisfied either of the following criteria:

Criteria for Inclusion

- The information item satisfies Rule 1 (it is needed to describe students) *AND* Rule 2 (it is frequently communicated externally); or
- The information item satisfies Rule 1 (it is needed to describe students) *AND* Rule 3 (it is needed for the analysis of major postsecondary educational issues). In this case, the information is not necessarily communicated at the present time, but has a high probability of being reported and exchanged in the near future.

SYSTEM OF DATA ELEMENTS, QUALIFIERS, AND INFORMATION ITEMS

There is an important distinction between *information items* and the *data elements* and *qualifiers* of which they are constituted. The data elements and qualifiers are the building blocks for information items, and a relatively small set of data elements and qualifiers can be used to generate a large set of information items. Data elements and qualifiers are described in chapter 2, and appropriate information items are shown with each data element. In appendix A, data elements and information items are listed and categorized in tabular format. The distinction between data elements and qualifiers is discussed in the introduction to chapter 2.

CLASSIFICATION OF DATA ELEMENTS AND INFORMATION ITEMS

To aid users of the handbook in locating data elements and information items the data elements in chapter 2 and the information items in appendix A are organized according to the same classification structure and follow an identical sequence and numbering system. The classification structure is presented in figure 1.

CONFIDENTIALITY

Because the privacy of students must be protected, it is necessary for educational institutions and agencies to regulate carefully: (1) the kinds of data included in students' records, (2) the procedures for reviewing, verifying, and correcting student records, and (3) the conditions, if any, under which portions of these records may be communicated to others. Further, agencies must establish policies for the use and disposition of student data in conformance with applicable laws

FIGURE 1– CLASSIFICATION STRUCTURE: DATA ELEMENTS AND INFORMATION ITEMS

Classification Structure		Data Elements Defined on Pages Numbered	Information Items Classified on Pages Numbered
1	DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS	(12-29)	(80-87)
11	PERSONAL IDENTIFICATION AND CHARACTERISTICS	12-22	81-83
12	RESIDENCE	22-24	84
13	EDUCATIONAL/OCCUPATIONAL ASPIRATIONS	24-25	85
14	FINANCIAL INFORMATION	26-29	86-87
2	STUDENT'S EDUCATIONAL EXPERIENCE	(32-61)	(88-99)
21	INSTITUTIONAL IDENTIFICATION	32-33	89
22	ADMISSIONS	33-36	90
23	FINANCING STUDENT'S POST-SECONDARY EDUCATION	36-43	91-93
24	REGISTRATION	43-51	94-95
25	PARTICIPATION/PERFORMANCE	51-59	96-98
26	TERMINATION	60-61	99
3	STUDENT'S EMPLOYMENT EXPERIENCE	(63-69)	(100-102)
31	EMPLOYMENT EXPERIENCE	63-66	101
32	U.S. MILITARY SERVICE EXPERIENCE	66-69	102

and regulations. Procedures for collection, maintenance, and disclosure of postsecondary student data to safeguard confidentiality are recommended in chapter 3.

RELATIONSHIP OF HANDBOOK TO POSTSECONDARY EDUCATION ISSUES

Part of the effort to develop this handbook included the identification of some of the most important student-related issues which concern policymakers and planners in postsecondary education.[5] A consideration of the information required to address these issues, to form policies, and to develop solutions for problems guided the selection of certain information items for inclusion. A brief discussion of the issues and of certain activities that were performed in preparation for the development of the handbook is included in appendix L, pages 163-166.

[5]Government Studies & Systems, Inc., *Postsecondary Education Policy Issues and Related Standard Terminology Needs.* A report prepared for the National Center for Education Statistics, 1980. Submitted to the Educational Resources Information Center (ERIC).

Chapter 2

STUDENT INFORMATION ITEMS

This chapter contains terms and definitions for data elements and qualifiers. Listed for each data element are the information items formed by combining the data element with appropriate qualifiers. These information items meet the basic criteria for inclusion as specified in chapter 1, pages 4 and 5. A reference guide to information items appears in appendix A, pages 79-102.

In this chapter, qualifiers are discussed and defined first, beginning on page 8. Definitions for the data elements start on page 12. Explanatory notes and examples are included with many of the definitions. References are also made to related terms or to the appendixes in the handbook.

Mutually exclusive multiple choice responses are provided for many data elements. For example, the data element "sex" has the multiple choice responses of "male" and "female." Multiple choice responses for a data element are defined where deemed necessary. In some instances, multiple choice responses are not provided. Data elements without multiple choice responses include cases where the response consists of a number, proper noun, or a phrase (such as "election to Phi Beta Kappa").

When reviewing and interpreting the terms and definitions of this chapter, postsecondary education institutions and organizations should take into account existing Federal, State, and local laws and regulations for reporting educational data, as well as their own data needs.

The definitions of this chapter are not intended to replace legislated definitions. However, it is anticipated that this handbook will influence the definitions and the terms introduced in future legislation.

CLASSIFICATION OF DATA ELEMENTS

The postsecondary student data elements defined in this chapter are organized according to three major classification divisions. (Each of these divisions is described on the page noted below.)

DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS (page 12)

STUDENT'S EDUCATIONAL EXPERIENCE (page 32)

STUDENT'S EMPLOYMENT EXPERIENCE (page 63)

These divisions contain the information items most needed at various levels of postsecondary education organization for purposes of policymaking, or for planning, managing, operating, and evaluating postsecondary programs and/or institutions.

DEFINITIONS FOR DATA ELEMENT, QUALIFIER, AND RELATED TERMS

A *term* is one or more words representing a concept; a *definition* is a brief narrative describing the concept. Terms have been selected so as to be descriptive of concepts, but it is necessary to refer to the definition for the exact meaning. For example, reference to the definition for the commonly used term "local

address" indicates that, in the context of this handbook this term is meant to apply *only* to a *student's* address while in attendance at a particular postsecondary institution.

An *attribute* is a single characteristic or quality of an entity such as a student. This may be a data element requiring a single-element completion response (such as legal name, birth date, or permanent address) or a categorical subdivision of a data element (such as Black, female, or married).

A *data element*, consisting of a term and a definition, is the smallest defined unit of information comprising an attribute or a set of related attributes for describing an entity such as a student. Conceptually, this is a field (in a data base) which is not aggregated. As a single attribute (e.g., legal name, birth date, and permanent address), a data element requires a single-element completion response. As a set of related attributes (e.g., racial/ethnic group, sex, and marital status), a data element is complete (i.e., it covers all possibilities) and incorporates mutually exclusive alternate choices.

A *qualifier* consists of a term and related definition which determine the application of a data element. For example, when the data element "legal name" is modified by the qualifier "student," the application of the data element is restricted to data concerning the student. In this way, the information item "student's legal name" is formed. See pages 8 and 9 for a discussion of the appropriate use of qualifiers for each of the classification divisions.

An *information item* refers to the combination of a data element and a qualifier, which together identify a specific unit of data which can be used to describe a postsecondary student. For example, "student's legal name" and "student's local address" are two information items pertaining to the identification and residence of a student, respectively. The definition of an information item can be constructed by referring to the definitions in this chapter of the component data element and qualifier. The applicability of such derived definitions for information items has been tested only for the items presented in this chapter.

The system of data elements, qualifiers, and information items used in this handbook meets the following basic objectives:

- redundancy of definitions is substantially reduced; each data element and qualifier is defined once, rather than each time the data element or qualifier appears in an information item,
- diverse information needs can be based on a relatively small set of common data elements and qualifiers, and
- many information items can be generated by manipulating a small set of data elements and qualifiers, without the need to develop new definitions.

USE OF QUALIFIERS

Specific sets of qualifiers are associated with each division of the classification structure. It is assumed that only "current" data are required in relation to the DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS division. Therefore, only the personal qualifiers "student," "female parent," "male parent," "parents," and "spouse" are shown for this division.

In the second division, STUDENT'S EDUCATIONAL EXPERIENCE, the institutional qualifiers act to establish a time-frame. Personal qualifiers are not necessary since all items in this section describe the student.

In the third division, STUDENT'S EMPLOYMENT EXPERIENCE, the time-frame qualifiers "previous," "current," and "subsequent" act to distinguish employment which has been completed from that which is still continuing, or which occurs after the individual has left a given postsecondary institution. Information items modified by the qualifier "subsequent" denote student outcome information limited to employment and educational experience as it is assumed that institutions and agencies are frequently interested in certain aspects of student's experience subsequent to having attended the institution.

Information items which deal with events occurring prior to a student's enrollment at the institution collecting data (e.g., experiences in "secondary" or "previous postsecondary" institutions and "previous employment or military service") may be repeated in a student record as often as required in order to collect all relevant information. For example, "formal award received at previous postsecondary institution" may be recorded in the student record for every previous postsecondary institution a student has attended.

DEFINITIONS OF INDIVIDUAL QUALIFIERS

Data elements are combined with qualifiers to form information items. In the case of the personal quali-

fiers, namely "student," "spouse," "female parent," "male parent," and "parents," the possessive is used when these qualifiers are part of an information item (e.g., "student's," "spouse's"). The institutional qualifiers ("secondary," "previous postsecondary," "current postsecondary") are included as part of qualifying phrases, such as "at current postsecondary institution." The qualifiers "previous" and "current" generally are not changed or modified when used as part of an information item.

PERSONAL QUALIFIERS

(*Postsecondary*) *Student*–A person for whom instruction is provided in postsecondary education under the auspices of a postsecondary education institution (see chapter 1, page 3). Such persons generally have completed or discontinued their secondary education and are beyond the age of compulsory school attendance. A student may receive instruction by direct student-teacher interaction or by some other medium such as television, radio, telephone, or correspondence. *Postsecondary student data* includes information about persons who have sought admission to a postsecondary educational institution, currently are postsecondary students, or previously have been postsecondary students.

Female Parent–A student's current female parent, by natural parentage or by legal determination (e.g., adoption or guardianship). See RELATIONSHIP TO STUDENT, page 16, for the specific relationship of the Female Parent to the student.

Male Parent–A student's current male parent, by natural parentage or by legal determination (e.g., adoption or guardianship). See RELATIONSHIP TO STUDENT, page 15, for the specific relationship of the Male Parent to the student.

Parents–A student's current female parent *and* male parent, by natural parentage or by legal determination. The qualifier "parents" is included because information items concerning certain aspects of the parents' combined situation sometimes are required, rather than about an individual parent. In some cases separate responses from a female parent and a male parent might be impossible and/or might produce duplication of data. For example, "amount of female parent's assets" plus "amount of male parent's assets" might produce duplication if assets are held in both names. Even if assets are in separate names, "amount of parents' assets" will provide the appropriate aggregation. For most financial uses the female/male parent distinction is unnecessary.

Spouse–The person to whom the student is legally married.

INSTITUTIONAL QUALIFIERS[1]

Current Postsecondary Institution (CPI)–The postsecondary education institution which collects and provides data about a student.

Previous Postsecondary Institution (PPI)–Any postsecondary education institution which a student attended previous to attendance at an institution collecting data about the student. See the definition of postsecondary institution in chapter 1, page 3.

Subsequent Postsecondary Institution (SPI)–Any postsecondary education institution attended by a student after he/she terminated attendance at an institution collecting data about the student.

Secondary School–Any secondary school attended by a student. A secondary school is a school comprising any span of grades beginning with the next grade following an elementary or middle school and ending with or below grade 12. Institutional information about junior high schools attended by a student should be reported using the qualifier "secondary." It is necessary that Secondary School be defined within these parameters in accordance with each State's relevant legislation. Any transmittal of information regarding Secondary School must be accompanied with a specific statement as to the grades encompassed (e.g., grades 9 through 12).

TIME-FRAME QUALIFIERS[2]

Current–A reference to events or situations occurring (or having occurred) concurrently with a student's educational activity at an institution collecting data about the student. Where necessary, the events and situations occurring within this time-frame may be further clarified by specifying, for example, a given year, semester, or date.

Previous–A reference to events or situations which took place prior to a student's experience at an institution collecting data about the student.

Subsequent–A reference to events or situations occurring after a student leaves an institution collecting data about the student.

---

[1]Where necessary, the qualifiers "Elementary School" and "Middle School" may be used, but only when these have been specifically defined. *See* appendix B, page 103, for a discussion of institutional qualifiers.

[2]See appendix B, page 103, for a discussion of time-frame qualifiers.

NUMERIC CODING OF DATA ELEMENTS

Each term which represents a data element or data element group has been assigned a number. This number indicates (1) the data element group or subgroup of which the data element is a subdivision and (2) the level of detail. The level of detail is indicated by the number of digits in the number, as follows:

X	MAJOR CLASSIFICATION
XX	First level of detail (principal segment of the major classification)
XX XX	Second level of detail (division of the principal segment of the major classification)
XX XX XO	Third level of detail (subdivision of the division of the principal segment of the major classification)
XX XX XX	Fourth level of detail
XX XX XX.XX	Mutually-exclusive subdivision of a data element

(Note: The space between sets of digits is used only to aid the visual determination of level of detail; its use is not required.)

Mutually-exclusive, multiple-choice subdivisions of data elements are indicated by the use of a decimal point followed by two digits. These two digits may be used or adapted for use as a code.

FIGURE 2A—LIST OF DATA ELEMENTS: DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS

	Data Element	Defined on page
11	PERSONAL IDENTIFICATION AND CHARACTERISTICS	12
11 01	NAME	12
11 01 10	Legal Name	12
11 01 20	Any Other Name	12
11 02	BIRTHDATE	12
11 03	BIRTHPLACE	13
11 04	DATE OF DEATH	13
11 05	RACIAL/ETHNIC GROUP	13
11 06	SEX	13
11 07	COUNTRY OF CITIZENSHIP	14
11 08	CITIZENSHIP STATUS (within U.S.)	14
11 09	SOCIAL SECURITY NUMBER	15
11 10	STUDENT IDENTIFICATION NUMBER	15
11 11	RELATIONSHIP TO STUDENT	15
11 12	HIGHEST LEVEL OF EDUCATION COMPLETED	16
11 13	OCCUPATION CATEGORY	17
11 14	PROFESSIONAL CERTIFICATION/ LICENSURE(S)	17
11 15	PROFICIENCY WITH ENGLISH	17
11 16	PRIMARY LANGUAGE	18
11 17	OTHER LANGUAGE(S) IN WHICH PROFICIENT	18
11 18	MARITAL STATUS	18
11 19	DEPENDENCY STATUS	19
11 19 10	Number of Dependents	19
11 19 20	Number of Dependents in Post-secondary Education Institutions	20
11 20	HANDICAP CATEGORY	20
11 20 00.10	Visually Handicapped	20
11 20 00.20	Hearing Handicapped	21
11 20 00.30	Deaf-Blind	21
11 20 00.40	Orthopedically Handicapped	21
11 20 00.50	Other Health Handicapped	21
11 20 00.60	Speech Handicapped	21
11 20 00.70	Mentally Handicapped	22
11 20 00.80	Multihandicapped	22
11 21	SPECIAL ASSISTANCE NEEDS	22

	Data Element	Defined on page
12	RESIDENCE	22
12 01	ADDRESS	22
12 01 10	Permanent Address	22
12 01 20	Legal Address	23
12 01 30	Local Address	23
12 02	TYPE OF HOUSING	23
12 03	RESIDENCY STATUS	23
12 04	DISTANCE BETWEEN LOCAL ADDRESS AND POSTSECONDARY INSTITUTION	24
13	EDUCATIONAL/OCCUPATIONAL ASPIRATIONS	24
13 01	OBJECTIVES IN ATTENDING POSTSECONDARY EDUCATION INSTITUTION	24
13 02	HIGHEST FORMAL AWARD SOUGHT	25
13 03	CAREER/OCCUPATION ASPIRATION	25
14	FINANCIAL INFORMATION	26
14 01	TOTAL PERSONAL INCOME	26
14 01 10	Earnings	26
14 01 20	Government Benefits	26
14 01 30	Income From Other Sources	27
14 02	FAMILY INCOME	27
14 03	ADJUSTED GROSS INCOME	28
14 04	ASSETS	28
14 04 10	Type of Asset	28
14 04 20	Current Market Value of Asset	28
14 05	LIABILITIES	29
14 05 10	Type of Debt	29
14 05 20	Amount of Debt	29
14 06	NET WORTH	29

The inclusion of a data element does *not* imply that data must be collected for the data element. Factors such as the nature and specificity of information needs, availability of data, and confidentiality of student data should be considered in determining whether, when, and how to collect data.

1 Demographic and Biographical Characteristics

This major division of the classification consists of four subdivisions:

- Personal Identification and Characteristics
- Residence
- Educational/Occupational Aspirations
- Financial Information.

Data elements within these subdivisions are combined with personal qualifiers to form information items which may be used to identify a person and to describe his/her socioeconomic background and aspirations. See page 9 for the personal qualifiers and their definitions. Also refer to appendix A, pages 80-87 for a tabular presentation of information items formed by combining the data elements in this division with personal qualifiers.

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS

Data elements in this section, when combined with personal qualifiers, form information items that can be used to identify a person, (e.g., a student, his/her parents, or his/her spouse) and to describe various personal characteristics of that individual.

11 01 NAME

The legal name and any other name by which a person is known or may have been known.

11 01 10 Legal Name

The full legal name of a person, including last (or family) name, first (or given) name, and middle (or other) name, and any appendage such as Jr., III, etc. For a married woman, this generally includes her current married name; her maiden name should be included below under "Any Other Name." A hyphenated combination of maiden name and married name (e.g., Mary Beth Smith-Jones) should be included under this heading if it has legal status; otherwise, it should be included under "Any Other Name."

Information Items:

– Student's Legal Name
– Female Parent's Legal Name
– Male Parent's Legal Name
– Spouse's Legal Name

11 01 20 Any Other Name

Any name, other than the legal name, by which a person is known or may have been known, including the maiden name of a married female, or the traditional tribal or clan name of an American Indian. This includes any name which previously may have been used at the current or any previous educational institution. In Samoa, the Matai name should be recorded here.

Information Item:

– Any Other Name of the Student

11 02 BIRTHDATE

The year, month, and day of a person's birth as designated on his/her legal birth registration or certificate. See appendix D, page 117, for the standard format for coding calendar date.

11 02 **BIRTHDATE–Continued**

Information Item:

– Student's Birthdate

11 03 **BIRTHPLACE**

The local governmental unit (e.g., city, county, township) and State, U.S. territory, or foreign country in which a person was born. See appendixes E and F, page 119 and pages 121-123, for standardized codes for States and countries.

Information Item:

– Student's Birthplace

11 04 **DATE OF DEATH**

The year, month, and day on which a person died. See appendix D, page 117, for the standard format for coding calendar date.

Information Items:

– Date of Student's Death
– Date of Female Parent's Death
– Date of Male Parent's Death

11 05 **RACIAL/ETHNIC GROUP**[3]

A person's racial or ethnic heritage.

11 05 00.01 **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

.02 **Asian or Pacific Islander** – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

.03 **Black** – A person having origins in any of the black racial groups of Africa.

.04 **Hispanic** – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

.05 **White** – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Information Item:

– Student's Racial/Ethnic Group

11 06 **SEX**

11 06 00.01 **Male**

---

[3]See appendix B, pages 103-107, for a discussion of alternatives for recording and reporting RACIAL/ETHNIC GROUP.

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS—Continued

11 06 **SEX—Continued**

11 06 00.02 **Female**

Information Item:

– Student's Sex

11 07 **COUNTRY OF CITIZENSHIP**

The country (or countries) of which a person is legally a citizen or national. If a person holds dual citizenship, both countries of citizenship may be listed and a preference may be specified. A person who is not legally a citizen of any country may specify "Stateless" in response to this information item. See pages 121-123 for the standardized codes for countries.

Information Item:

– Student's Country of Citizenship

11 08 **CITIZENSHIP STATUS (WITHIN U.S.)**

An indication of a person's citizenship status within the United States. For reporting purposes, the country of citizenship and/or the nonimmigrant visa type may be specified for a person classified as a nonimmigrant. See also COUNTRY OF CITIZENSHIP above. Also refer to pages 121-123 for standardized country codes, and to page 135 for nonimmigrant visa types.

11 08 00.01 **U.S. Citizen or U.S. National** – A citizen of the United States, whether native born or naturalized; or in the case of a U.S. National, a person who is a citizen of the U.S. or a person who, though not a citizen, owes permanent allegiance to the U.S.

.02 **Immigrant (Permanent Resident)** – An alien[4] who has been lawfully admitted for permanent residence to the U.S. Such a person may stay for an indefinite period of time and is not compelled to become a naturalized citizen.

.03 **Applicant for Permanent Resident Status** – A nonresident alien who has applied for permanent resident status and who can furnish proof that he or she is in the United States for more than a temporary purpose and intends to become a permanent resident (immigrant). Evidence of such intention may be either an Approval Notice of an Immigrant Visa Petition from the Immigration and Naturalization Service (INS) or other evidence from INS that the individual is an applicant for permanent resident status.

.04 **Nonimmigrant** – An alien lawfully admitted to the U.S. who has come temporarily for the specific purpose of carrying out an activity or activities as permitted in the Immigration and Nationality Act, as amended. Refer to page 135 for categories of nonimmigrant visa types of particular interest to postsecondary institutions.

.05 **Parolee** – An alien not otherwise admissible in any other way who is parolled into the U.S. At its discretion, INS may "parole in" an alien who, for example, is not admissable in any

[4] An alien is a person who is not a citizen or national of the U.S.

ERRATA

Pages 14-15

11 08 00.05 Parolee--An alien whose entry into the U.S. was approved under Section 212(d)(5) of the Immigration and Naturalization Act. The Attorney General may, at his discretion, allow the entry of any alien for emergent reasons or for reasons deemed strictly in the public interest. Such persons may be paroled for an indefinite period, as is illustrated by the granting of such status in the 1970's to many refugees from Vietnam, Cambodia, and Laos.

.06 Refugee--An alien admitted into the U.S. as a "refugee" under provisions of the Refugee Act of 1980. Prior to 1980, such persons were "paroled into" the U.S. and referred to as "parolees." Since the effective date of the Refugee Act, they have been admitted pursuant to such Act and are classified as "refugees."

.07 Stateless--The status of a person who does not owe allegience to nor is entitled to the protection of any country or government.

11 08 00.05 **Parolee-Continued**

regular nonimmigrant category or an alien whose primary inspection at the port of entry reveals inadequate documentation. The authority to parole certain groups such as refugees rests with the Attorney General. Such persons may be paroled for an indefinite period, as is illustrated by the granting of such status in the 1970's to many refugees from Vietnam, Cambodia, and Laos.

.06 **Stateless** – The status of a person who does not owe allegiance and is not entitled to the protection of any country or government.

.09 **Other Type of Citizenship Status (Specify)**

Information Item:

– Student's Citizenship Status

11 09 **SOCIAL SECURITY NUMBER**

The number assigned to a person by the U.S. Social Security Administration.[5]

Information Items:

– Student's Social Security Number
– Female Parent's Social Security Number
– Male Parent's Social Security Number
– Spouse's Social Security Number

11 10 **STUDENT IDENTIFICATION NUMBER**

The unique number (or configuration of characters) assigned to the student by the institution and used for identification and recordkeeping purposes. In some postsecondary institutions social security numbers are used as student identification numbers.

Information Item:

– Student's Identification Number
– Spouse's Student Identification Number (if in the same institution)

11 11 **RELATIONSHIP TO STUDENT**

The nature of the relationship of the male parent and/or the female parent to the student. Where more than one category is applicable, select the category with the lowest code number. See page 9 for definitions of male and female parents.

Male Parent

11 11 00.01 **Father**
.02 **Stepfather**
.03 **Legal Male Guardian** (other than father or stepfather)
.04 **Foster Father**
.49 **Other Relationship** (specify)

[5]Federal, State, or local governmental agencies cannot require an individual to disclose his/her social security number for use in maintaining a system of records that was not in existence as of January 1, 1975, unless mandatory disclosure is specifically authorized by Federal Statute. Any governmental request for disclosure of a person's U.S. social security number must indicate whether such disclosure is mandatory or voluntary, by what statutory or other authority the U.S. social security number is solicited, and what uses will be made of it. (P.L. 93-579 (December 31, 1974) *Privacy Act of 1974*. 83 Stat. 1909.)

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS—Continued

11 11 RELATIONSHIP TO STUDENT—Continued

Female Parent

11 11 00.51	**Mother**
.52	**Stepmother**
.53	**Legal Female Guardian** (other than mother or stepmother)
.54	**Foster Mother**
.99	**Other Relationship** (specify)

Information Items:

– Female Parent's Relationship to Student
– Male Parent's Relationship to Student

11 12 HIGHEST LEVEL OF EDUCATION COMPLETED

The extent of a person's formal education, as indicated by the highest grade or equivalent of elementary/secondary school completed or the highest formal award received. See appendix B, page 107, for a further discussion of this term. See page 56 for definitions of Formal Awards.

11 12 00.01	**No Formal Education**
.05	**Less Than Grade 8**
.08	**Grade 8**
.09	**Grade 9**
.10	**Grade 10**
.11	**Grade 11**
.12	**Grade 12, No Diploma**
.14	**Grade 12, Received High School Diploma**
.15	**Certificate of High School Equivalency**
.17	**Postsecondary Certificate or Diploma for Less Than 1 Year** (equivalent to less than 1 year of full-time participation)[6]
.18	**Postsecondary Certificate or Diploma for 1 Year or More** (equivalent to 1 year or more of full-time participation which does not result in a degree)[6]
.19	**Some College – No Certificate, Diploma, or Degree**
.21	**Associate Degree**
.22	**Bachelor's Degree**
.23	**First-Professional Degree**
.24	**Master's Degree**
.25	**Specialist's or Intermediate Degree**
.26	**Doctor's Degree**

Information Items:

– Student's Highest Level of Education Completed
– Female Parent's Highest Level of Education Completed
– Male Parent's Highest Level of Education Completed

[6]Full-time participation (referred to in categories .17 and .18) is discussed on pages 109-110 of appendix B.

11 13 **OCCUPATION CATEGORY**

The nature of the principal work currently performed by a person. The occupation classification categories given below represent the major divisions of the Standard Occupational Classification System (SOC).[7] See pages 127-134 for the more detailed set of occupations in the SOC system.

11 13 00.11-14	**Executive, Administrative, and Managerial Occupations**
.15-16	**Engineers and Architects**
.17-18	**Natural Scientists and Mathematicians**
.19-21	**Social Scientists, Social Workers, Religious Workers, and Lawyers**
.22-25	**Teachers, Librarians, and Counselors**
.26-28	**Health Diagnosing and Treating Practitioners**
.29-30	**Registered Nurses, Pharmacists, Dietitians, Therapists, and Physician's Assistants**
.32-34	**Writers, Artists, Athletes, and Entertainers**
.36	**Health Technologists and Technicians**
.37-39	**Technologists and Technicians, Except Health**
.40-43	**Marketing and Sales Occupations**
.45-48	**Clerical Occupations**
.50-53	**Service Occupations**
.55-58	**Agricultural and Forestry Occupations, Fishers and Hunters**
.60-62	**Construction and Extractive Occupations**
.63-65	**Transportation and Material Moving Occupations**
.66-67	**Mechanics and Repairers**
.71-79	**Production Working Occupations**
.81-84	**Material Handlers, Equipment Cleaners, and Laborers**
.91	**Military Occupations**
.99	**Miscellaneous Occupations**

Information Items:

– Student's Occupation Category
– Female Parent's Occupation Category
– Male Parent's Occupation Category
– Spouse's Occupation Category

11 14 **PROFESSIONAL CERTIFICATION/LICENSURE(S)**

A document(s) awarded to a person by an organization or agency—other than the postsecondary education institution—permitting that person to legally engage in a specific occupation or certifying a level of expertise in a given field. The name and/or type of certification/licensure may be specified, as well as the issuing organization, the effective dates, and the document number.

Information Items:

– Student's Professional Certification/Licensure

11 15 **PROFICIENCY WITH ENGLISH**

An indication of a person's ability to understand instruction in the English language. This includes the ability to read, write, and speak at a level which the institution regards as adequate

[7] U.S. Department of Commerce, *Standard Occupational Classification Manual* (Washington, D.C.: U.S. Government Printing Office, 1977). Minor modifications for the Standard Occupational Classification System were being prepared at the time this handbook was in the publication process.

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS—Continued

11 15 PROFICIENCY WITH ENGLISH—Continued

for pursuing a specific program of studies as offered by the institution. A description of the measure or criterion used to determine proficiency (e.g., name of placement test or Test of English as a Foreign Language (TOEFL)) should be included when this information is sent outside the institution.

11 15 00.01 **Proficient**
.02 **Not Proficient**

Information Item:

– Student's Proficiency With English

11 16 PRIMARY LANGUAGE

The language which a person uses and comprehends most easily.

11 16 00.01 **English**
.02 **Other Than English** (Specify)[8]

Information Item:

– Student's Primary Language

11 17 OTHER LANGUAGE(S) IN WHICH PROFICIENT

Any language(s) or dialect(s), excluding the primary language, in which the person has some degree of proficiency (i.e., speaking, reading and/or writing). Any such language or dialect should be specified.[8]

Information Item:

– Other Language in Which Student is Proficient

11 18 MARITAL STATUS

The current legal status of a person with respect to marriage.

11 18 00.10 **Unmarried**
.11 ***Never Married***
.12 ***Widowed***
.13 ***Divorced***
.20 **Married**
.21 ***Spouse Present***
.22 ***Spouse Absent***

Information Item:

– Student's Marital Status

[8]Codes for languages are included in part III of appendix G on page 126.

11 18 **Marital Status–Continued**

– Male Parent's Marital Status
– Female Parent's Marital Status

11 19 **DEPENDENCY STATUS**[9]

An indication of the financial relationship of a student to his/her parents, identifying the student as either independent of, or dependent upon, his/her parents for purposes of determining eligibility for student financial assistance.

11 19 00.01 **Independent or Self-Supporting Status** – The status of a student who satisfies all three of the following conditions:

– Has not and will not be claimed as an exemption for Federal income tax purposes by any person except his/her spouse for the calendar year(s) in which aid is received and the calendar year immediately prior to the academic year for which aid is requested;

– Has not received and will not receive financial assistance of more than $1,000 from his/her parent(s) in the calendar year(s) in which aid is received and the calendar year immediately prior to the academic year for which aid is requested; and

– Has not lived or will not live for more than six weeks in the home of a parent during the calendar year in which aid is received and the calendar year immediately prior to the academic year for which aid is requested.

.02 **Dependent Status** – The status of a student who does not meet all three of the conditions for independent or self-supporting status as defined above.[10]

NOTE: These definitions for independent and dependent student status appear in the Federal regulations governing the Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, College Work-Study, and National Direct Student Loan programs. For the Guaranteed Student Loan Program, these same rules are used with the exception that the criteria are applicable to the 12 months preceding the date of the application. For the State Student Incentive Grant Program, "independent or self-supporting student" means an independent or self-supporting student as defined by each State.[11] The user is advised that these definitions are subject to change as legislation and Federal regulations are amended and/or approved, and that the regulations for other Federal, State, local and institutional programs may require other definitions of independent and dependent student status.

Information Item:

– Student's Dependency Status

11 19 10 **Number of Dependents**

The number of persons who are financially dependent on a given person. Unless stated otherwise, that person is included in the count of dependents if he/she is financially independent of others. *See also* DEPENDENCY STATUS above.

---

[9]These definitions of dependency status appearing in OE/BSFA regulations are expected to remain in effect at least through June 30, 1981.

[10]For permissable disclosure of student information to the parents of postsecondary students under the Family Educational Rights and Privacy Act (FERPA) of 1974, the test of dependency is considered to be met by the IRS definition as contained in Section 152 of the Internal Revenue Code of 1954.

[11]45 C.F.R. 192.2 (1978 ed).

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS—Continued

11 19 DEPENDENCY STATUS—Continued

11 19 10 Number of Dependents—Continued

Information Items:

– Number of Student's Dependents
– Number of Parents' Dependents

11 19 20 Number of Dependents in Postsecondary Education Institutions

The number of persons who are financially dependent on an individual and who are registered to receive instruction in any postsecondary education institution.

Information Items:

– Number of Student's Dependents in Postsecondary Institutions
– Number of Parents' Dependents in Postsecondary Institutions

11 20 HANDICAP CATEGORY

As used in this handbook, an *impairment* is defined as an atypical physical, health, sensory, or mental condition which, without the use of any corrective device, may adversely affect a person's educational performance. A *handicap* is seen as an impairment which is sufficiently severe as to adversely affect a person's educational performance. A *handicap category* is used for aggregating and reporting information about students having a type of handicapping condition, as identified according to applicable State and Federal statutes and regulations.[12]

The handicap categories presented in this handbook include those which are considered most appropriate in postsecondary education; that is, they may be used for counting postsecondary students with physical, health, sensory, and mental handicaps.

In recording data about students with multiple handicaps, students who are both visually and hearing handicapped should be separately identified. Other students with multiple handicaps should be identified in their primary handicap category *and* as multihandicapped; their second handicap category may be designated separately where appropriate.

11 20 00.10 Visually Handicapped

Persons who have a visual impairment which, even with correction, is sufficiently severe as to adversely affect their educational performance. A person identified as visually handicapped may be referred to as partially seeing or blind, according to the nature and severity of the handicap. See also DEAF-BLIND.

---

[12]Terms for handicap categories in this handbook are adapted from definitions in regulations for the Education for All Handicapped Children Act and Section 504 of the Rehabilitation Act of 1973, and from *Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education*, State Educational Records and Reports Series: Handbook V, Revised, U.S. Department of Health, Education, and Welfare, National Center for Education Statistics (Washington, D.C.: U.S. Government Printing Office, 1974). Definitions for the two Acts are found in appendixes B and K on pages 108 and 149.

11 20 00.10 **Visually Handicapped—Continued**

.11 ***Partially Seeing***—Persons who have severely impaired vision but have sufficient residual vision (with correction) to include the perception of printed materials as a means of learning.

.12 ***Blind***—Persons who are totally blind or who have such limited vision (even with correction) that they must rely on hearing and touch as their chief means of learning.

11 20 00.20 **Hearing Handicapped**

Persons having an auditory impairment sufficiently severe as to adversely affect their educational performance. A person identified as hearing handicapped may be referred to as hard of hearing or deaf, according to the nature and severity of the handicap. See also Deaf-Blind.

.21 ***Hard of Hearing***—Persons with a hearing impairment, whether permanent or fluctuating, which adversely affects their educational performance, but which is not so severe as to be included under the definition of deaf.

.22 ***Deaf***—Persons whose ability to process linguistic information through hearing, even with amplification, is so severely impaired as to adversely affect their educational performance. In effect, the hearing of such persons is non-functional for the purposes of educational performance.

11 20 00.30 **Deaf-Blind**

Persons having concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that such a person cannot be accommodated in special education programs solely for deaf persons or for blind persons. See also VISUALLY HANDICAPPED, HEARING HANDICAPPED, and MULTIHANDICAPPED.

.40 **Orthopedically Handicapped**

Persons having an orthopedic impairment sufficiently severe as to adversely affect their educational performance. The term includes persons with impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputation, or fractures or burns which cause contractures).

.50 **Other Health Handicapped**

Persons having a health impairment sufficiently severe as to adversely affect their educational performance. Such persons may be handicapped because of limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

.60 **Speech Handicapped**

Persons having a communication disorder—such as stuttering, impaired articulation, language impairment, or a voice impairment—that is sufficiently severe as to adversely affect their educational performance. Such a handicap should not be confused with a communication difficulty arising from lack of experience with the language of instruction. See also PROFICIENCY WITH ENGLISH, page 17.

Demographic and Biographical Characteristics—Continued

11 PERSONAL IDENTIFICATION AND CHARACTERISTICS—Continued

11 20 HANDICAP CATEGORY—Continued

11 20 00.70 Mentally Handicapped

Persons having a mental impairment—i.e., a mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disability(s)—of sufficient severity as to substantially limit one or more major life activities.[13]

.80 Multihandicapped

Persons (such as the mentally retarded-blind and mentally retarded-orthopedically handicapped) having concomitant impairments the combination of which causes such severe educational problems that such a person cannot be accommodated in special education programs solely for one of the impairments. Deaf-blind persons should be identified in a separate category, rather than in this category. See also DEAF-BLIND.

Information Item:

– Student's Handicap Category

11 21 SPECIAL ASSISTANCE NEEDS (Specify)

A description of the specific type(s) of special assistance needed by a student whose participation in postsecondary education may be limited by a handicap. Examples of special assistance include modified facilities and equipment such as wheelchair ramps, elevators, accessible toilets, and adapted transportation, and support services such as interpreters, readers, attendant assistance, and audiotapes of lectures.

Information Item:

– Student's Special Assistance Needs

12 RESIDENCE

Data elements in this section, when combined with personal qualifiers, form information items which describe the residence addresses and locations where a person or persons reside. Both postal address and residential address should be specified where needed for data collection if they differ.

12 01 ADDRESS

The number of the location (including hotel name and room number, or apartment name and apartment number) and the names of the street, city, county or major political subdivision, and State, designating a residence or other location, and the ZIP code. The post office box number or rural route number and mail box number should be shown where used for mail delivery. If the name of the town where a person resides is different from his/her post office address, this fact should be indicated.

12 01 10 Permanent Address

The address of the place where a person has the highest probability of being contacted at any given time.

---

[13]See definitions in the Rehabilitation Act of 1973, page 108 of appendix B.

12 01 10 **Permanent Address–Continued**

Information Items:

– Student's Permanent Address
– Parent's Permanent Address

12 01 20 **Legal Address**

The address of the place which a student claims as his/her legal residence.

Any question concerning the accuracy of information provided for legal address must be resolved in each situation in accordance with applicable laws and regulations concerning legal residence.

Information Items:

– Student's Legal Address
– Parents' Legal Address

12 01 30 **Local Address**

The address (anticipated or actual) of a student's residence while in attendance at the post-secondary institution.

Information Item:

– Student's Local Address

12 02 **TYPE OF HOUSING**

Information about the structure identified by a student's local address.

12 02 00.01 **Parent's Home** – A residence in which a parent of a student or other family member is head of household.

.02 **Institutionally-Operated Housing** – A residence provided for students by the postsecondary education institution.

.03 **Other Housing** – Housing other than that included above. (This category may be further subdivided according to the data collector's or provider's needs.)

Information Item:

– Student's Type of Housing

12 03 **RESIDENCY STATUS**

A determination as to whether a person is legally a resident or non-resident of a specific geographic area.[14] (Such determinations are usually made for purposes of deciding eligibility for admission, for financial aid, and/or for tuition to be charged.)

12 03 00.10 **In-State**
.11 ***In-District***
.12 ***Out-of-District***

[14]Any questions concerning the accuracy of this response or the criteria involved in determining residency status must be determined in each situation in accordance with State law, local law, and/or institutional policy concerning legal residence.

Demographic and Biographical Characteristics—Continued

12 **RESIDENCE—Continued**

12 03 **RESIDENCY STATUS—Continued**

12 03 00.20 **Other State or Outlying Area of the United States** (Specify)[15]
.30 **Out-of-Country** (Specify)[15]

Information Item:

– Student's Residency Status

12 04 **DISTANCE BETWEEN LOCAL ADDRESS AND POSTSECONDARY INSTITUTION**

The one-way distance, measured in miles or kilometers, that a person must travel between his/her local address and the place of postsecondary education instruction. The unit of measure should be specified when reporting this information.

Information Item:

– Distance Between Student's Local Address and Postsecondary Institution

13 **EDUCATIONAL/OCCUPATIONAL ASPIRATIONS**

Data elements in this section, when combined with the personal qualifier "student," form items which may be used to provide information about a student's aspirations with respect to future education and career. Educational aspirations are expressed by the type of formal award a student seeks or his/her objectives in attending a postsecondary institution, while career/occupation aspirations are expressed in terms of broad occupational categories.

13 01 **OBJECTIVE IN ATTENDING POSTSECONDARY EDUCATION INSTITUTION**

The principal objective, apart from a desire to receive a specific formal award, which prompted a person to attend a postsecondary institution. *See also* HIGHEST FORMAL AWARD SOUGHT, page 25.

13 01 00.10 **Career-Related Objective**
.11 ***To permit entry into a career***
.12 ***To permit entry into further career-related education***
.13 ***To improve current career performance***
.14 ***To obtain certification/licensure in a specific field***
.17 ***To maintain currency of certification/licensure***
.19 ***Other career-related objective*** (specify)

.20 **Noncareer-Related Objective**
.21 ***To participate in the education process itself***
.22 ***To gain knowledge in an area of interest***
.23 ***To improve basic communications skills***
.24 ***To learn to improve avocational skills***
.25 ***To enrich home and family life skills***
.26 ***To improve social or community participation skills***

[15]Institutions may use the category "reciprocal residency agreement" to identify students from other States with which special reciprocal or exchange agreements/contracts for admissions, tuition and fees, and financial aid are in effect. These students may also be described by specifying the State of residency. See appendix E, page 119, for standardized State codes and appendix F, page 121, for standardized country codes.

13 01 00.20 **Noncareer-Related Objective–Continued**

.27 ***To gain entry into advanced education*** (noncareer-related)
.29 ***Other noncareer-related objective*** (specify)

Many of the "noncareer" categories listed above can be career-related (i.e., improving communications skills). If, however, a student's primary reason for seeking education is to learn to communicate more effectively in an occupational situation, then the appropriate career-related category should be used.

Information Item:

– Student's Objective in Attending Postsecondary Institution

13 02 **HIGHEST FORMAL AWARD SOUGHT**[16]

The ultimate formal award to which a student aspires. The *Highest Formal Award Sought* is not necessarily the current award sought. A college undergraduate who aspires to a doctorate in psychology would list Doctor's Degree as his/her Highest Formal Award Sought. If a student plans to complete no degree beyond a B.A., then he/she would list Bachelor's Degree. See *FORMAL AWARD*, page 56, for definitions of formal awards.

13 02 00.01 **None**
.14 **High School Diploma**
.15 **Certificate of High School Equivalency**
.17 **Postsecondary Certificate or Diploma for Less Than 1 Year** (equivalent to less than 1 year of full-time participation)[17]
.18 **Postsecondary Certificate or Diploma for 1 Year or More** (equivalent to 1 year or more of full-time participation which does not result in a degree)[17]
.21 **Associate Degree**
.22 **Bachelor's Degree**
.23 **First-Professional Degree**
.24 **Master's Degree**
.25 **Specialist's or Intermediate Degree**
.26 **Doctor's Degree**
.27 **Other Degree** (specify)
.99 **Other Award** (specify)

Information Item:

– Highest Formal Award Sought by Student

13 03 **CAREER/OCCUPATIONAL ASPIRATION**[16]

The nature of the principal work to which a student aspires. See *OCCUPATION CATEGORY* on page 17 or appendix H, pages 127-134, for multiple-choice response categories.

A student's current employment is not to be considered as a career/occupation aspiration unless such employment represents that student's desires for an occupation after leaving the institution.

Information Item:

Student's Career/Occupational Aspiration

[16]The student, in reporting to the Veterans Administration on final goals, should list the highest formal award or specific ultimate occupation planned to be reached through his/her program.
[17]Full-time participation (referred to in categories .17 and .18) is discussed on pages 109-110 of appendix B.

Demographic and Biographical Characteristics—Continued

14 FINANCIAL INFORMATION

Data elements in this section, when combined with personal qualifiers, form information items which may be used to describe various aspects of the financial situation of a student and his/her parents or spouse. Ordinarily, these information items will only apply to financial aid applicants and/or recipients; however, a postsecondary education institution may elect to collect financial data (as contained in this section) for all students, or a sampling of students, in order to characterize the socioeconomic background of its student population. In the case of a foreign student, an institution may require that the student, or a sponsoring individual or organization, submit financial information which certifies that the student will have sufficient funds available, for a specified period of time, to meet his/her postsecondary education expenses to be incurred at that institution. Income is calculated for a specified time period, usually for a calendar year, and is reported as of a specified date. The current market value of assets and liabilities is reported as of a specified date.

14 01 TOTAL PERSONAL INCOME

The sum of the dollar amounts a person receives from earnings, government benefits, and income from other sources for the specified calendar year(s) for which information is required. Total personal income includes both taxable and nontaxable income.

Information Items:

- Student's Total Personal Income
- Female Parent's Total Personal Income
- Male Parent's Total Personal Income
- Spouse's Total Personal Income

14 01 10 Earnings

The sum of wage or salary income and net self-employment income for the calendar year(s) for which information is required.

.01 **Earnings From Wage or Salary** – Money a person receives as wages, salary, commissions, bonuses, and tips from all jobs (before deductions for taxes, bonds, dues, etc.).

.02 **Earnings From Self-Employment** – Money a person receives as profit or fees (income after business expenses) from his/her own business, professional practice, partnership, or farm.

Information Items:

- Student's Earnings
- Female Parent's Earnings
- Male Parent's Earnings
- Spouse's Earnings

14 01 20 Government Benefits

The dollar amount of regular or recurring income paid directly to a person by a Federal, State, or local governmental agency. Included as government benefits are payments under Social Security, veterans' assistance programs, public assistance or welfare programs, and unemployment insurance programs. Excluded are income tax refunds, income as a result of a

14 01 20 **Government Benefits–Continued**

sale made to a governmental agency, salaries and wages to government employees, and retirement and disability pensions from governmental agencies.

Information Items:

– Student's Government Benefits
– Female Parent's Government Benefits
– Male Parent's Government Benefits
– Spouse's Government Benefits

14 01 30 **Income From Other Sources**

Dollar amounts a person receives from sources other than earnings and government benefits.

14 01 30.01 **Dividends and Interest** – Money received as dividends and/or interest by a person from savings accounts, stocks, bonds, certificates of deposit, and other investments.

.02 **Net Rental Income** – Money received (after expenses for maintenance and upkeep of property) as a result of renting real estate.

.03 **Retirement Pension** – Money received by a person under a retirement program from private employers, from unions, or from governmental agencies (excluding Social Security payments).

.04 **Disability Pension** – Money received from a public agency or private insurance company as compensation for the loss of certain skills, or for physical or mental disability.

.05 **Private Welfare Payments**

.06 **Alimony or Child Support**

.09 **Other Income** – Money a person receives that is not included in any of the above sources of income.

Information Items:

– Student's Income From Other Sources
– Female Parent's Income From Other Sources
– Male Parent's Income From Other Sources
– Parents' Income From Other Sources
– Spouse's Income From Other Sources

14 02 **FAMILY INCOME**

The total income of a student's family. For an independent student, family income is the combined total income of the student and his/her spouse, if any. For a dependent student, family income is the total income of the parent(s) or person(s) who provide(s) more than one-half the student's support and claim(s) or is eligible to claim the student as an exemption for Federal income tax purposes.

Information Item:

– Student's Family Income

Demographic and Biographical Characteristics—Continued

14 FINANCIAL INFORMATION—Continued

14 03 ADJUSTED GROSS INCOME

The dollar amount reported as adjusted gross income on IRS Form 1040 or 1040A for a specific calendar year.

Information Items:

- Student's Adjusted Gross Income
- Female Parent's Adjusted Gross Income
- Male Parent's Adjusted Gross Income
- Parents' Adjusted Gross Income
- Spouse's Adjusted Gross Income

14 04 ASSETS

All items of value owned by a person that are available for current or future use, and that are measurable in monetary terms.

14 04 10 Type of Asset

The nature or form of a person's assets.

14 04 10.01	Cash, Savings, and Checking Accounts
.02	Stocks, Bonds, and Other Securities
.03	Trust Accounts
.04	Residence Equity
.05	Equity in Other Real Estate
.06	Business Assets
.07	Farm Assets
.09	Other Assets

Information Items:

- Student's Type of Asset
- Female Parent's Type of Asset
- Male Parent's Type of Asset
- Parents' Type of Asset
- Spouse's Type of Asset

14 04 20 Current Market Value of Asset

The sale price that an asset could be expected to bring at the current time.

Information Items:

- Current Market Value of Student's Asset
- Current Market Value of Female Parent's Asset
- Current Market Value of Male Parent's Asset
- Current Market Value of Parents' Asset
- Current Market Value of Spouse's Asset

14 05 **LIABILITIES**

The total amount of debts or money currently owed by a person to one or more creditors.

14 05 10 **Type of Debt (or liability)**

An indication of the specific type of debt or indebtedness which a person has incurred.

14 05 10.01 **Mortgage**
.02 **Education loan**
.09 **Other debt(s)** (Specify)

Information Items:

– Type of Student's Debt
– Type of Parents' Debt
– Type of Spouse's Debt

14 05 20 **Amount of Debt (or liability)**

The total dollar value of the outstanding portion of a debt.

Information Items:

– Amount of Student's Debt
– Amount of Parents' Debt
– Amount of Spouse's Debt

14 06 **NET WORTH**

The difference between the assets and the liabilities of a person as of a given date.

Information Items:

– Student's Net Worth
– Female Parent's Net Worth
– Male Parent's Net Worth
– Parents' Net Worth
– Spouse's Net Worth

FIGURE 2B–LIST OF DATA ELEMENTS: STUDENT'S EDUCATIONAL EXPERIENCE

	Data Element	Defined on page
21	INSTITUTIONAL IDENTIFICATION	32
21 01	NAME OF INSTITUTION	32
21 02	ADDRESS OF INSTITUTION	32
21 03	FICE CODE OR NCES NUMBER OF INSTITUTION	33
22	ADMISSIONS	33
22 01	APPLICATION FOR ADMISSION	33
22 01 10	Date Application for Admission Received	33
22 01 20	Requested Date of Entry	33
22 02	GEOGRAPHIC ORIGIN (at time of admission)	34
22 03	ADMISSIONS ACTION	34
22 03 10	Admission Decision	34
22 03 20	Date of Admission Decision Notification	35
22 03 30	Approved Date of Admission	35
22 04	CANDIDATE DECISION	35
22 05	CANDIDATE REPLY DATE	35
23	FINANCING STUDENT'S POSTSECONDARY EDUCATION	36
23 01	COST OF POSTSECONDARY EDUCATION (to student)	36
23 01 10	Type of Postsecondary Education Expense	36
23 01 20	Amount of Postsecondary Education Expense	37
23 02	EXPECTED FAMILY CONTRIBUTION	37
23 03	FINANCIAL NEED	38
23 03 10	Amount of Financial Need	38
23 04	FINANCIAL ASSISTANCE	39
23 04 10	Financial Aid (Need-Based)	39
23 04 11	Name of Financial Aid Program	39
23 04 12	Type of Financial Aid (Need-Based)	39
23 04 13	Source of Financial Aid	40
23 04 14	Selector of Recipient	40
23 04 15	Control of Financial Aid	40
23 04 16	Amount of Financial Aid Authorized (to student)	41
23 04 17	Amount of Financial Aid Received (by student)	41
23 04 20	Awards, Prizes, and Other Assistance (Non-Need-Based)	41
23 04 21	Name of Award, Prize, or Other Assistance	41
23 04 22	Type of Award, Prize, or Other Assistance (Non-Need-Based)	42
23 04 23	Source of Award, Prize, or Other Assistance	42
23 04 24	Control of Award, Prize, or Other Assistance	42
23 04 25	Amount Authorized for Award, Prize, or Other Assistance (to student)	43
23 04 26	Amount of Award, Prize, or Other Assistance Received (by student)	43
24	REGISTRATION	43
24 01	REGISTRATION STATUS	43
24 01 10	Day/Evening Schedule	43
24 01 20	Formal Award Status	44
24 01 30	Student Load	44
24 01 40	Program Completion Level	44
24 01 50	Student Level	45
24 01 60	Student Standing	45
24 01 70	Transition Status	46
24 01 80	Beginning Date of Attendance	47
24 01 90	Date of Registration	47
24 02	ENROLLMENT STATUS	47
24 03	DEPARTMENT/DIVISION/SCHOOL	48
24 03 10	Name of Department/Division/School	48
24 04	PROGRAM OF STUDIES	48
24 04 10	Type of Program	48
24 04 20	Major Field of Study	49
24 04 21	Major Field of Study–Standard Name	50
24 04 22	Major Field of Study–Institutional Name	50
24 04 30	Minor Field of Study	50

The inclusion of a data element does *not* imply that data must be collected for the data element. Factors such as the nature and specificity of information needs, availability of data, and confidentiality of student data should be considered in determining whether, when, and how to collect data.

Continuation of Figure 2B

Data Element		Defined on page
24 04 31	Minor Field of Study–Standard Name	50
24 04 32	Minor Field of Study–Institutional Name	51
24 04 40	Length of Program	51
24 04 50	Date of Expected Program Completion	51
25	PARTICIPATION/PERFORMANCE	51
25 01	STANDARDIZED TEST	51
25 01 10	Name(s) of Admission Test(s)	51
25 01 20	Name(s) of Placement Test(s)	52
25 01 30	Name(s) of Other Standardized Test(s)	52
25 01 40	Test Results	52
25 01 50	Date Test Was Administered	52
25 02	COURSE	52
25 02 10	Course Title	53
25 02 20	Subject-Matter Area of Course	53
25 02 30	Course Code	53
25 02 40	Length of Course	53
25 02 50	Beginning Date of Course	53
25 02 60	Ending Date of Course	54
25 02 70	Award Units for Course	54
25 03	GRADE (MARK)	54
25 03 10	Grade (Mark) Received for Course	54
25 03 20	Grade-Point Average	54
25 03 30	Rank in Class	55
25 04	AWARD UNITS	55
25 04 10	Award Units Received for Course	55
25 04 20	Award Units Accepted	56
25 04 30	Total Award Units Accumulated	56
25 04 40	Total Award Units Accumulated Toward Formal Award	56
25 04 50	Total Award Units Required for Completion of Program	56
25 05	FORMAL AWARD	56
25 05 10	Formal Award Sought	58
25 05 20	Formal Award Earned	58
25 05 30	Formal Award Date	59
25 06	ACADEMIC HONORS	59
26	TERMINATION	59
26 01	TYPE OF TERMINATION	59
26 02	STUDENT STANDING AT TIME OF TERMINATION	60
26 03	REASON FOR TRANSFER/ WITHDRAWAL	60
26 04	DATE OF LAST ATTENDANCE	61
26 05	TERMINATION DATE	61

2 Student's Educational Experience

This major division of the classification consists of six subdivisions:

- Institutional Information
- Admissions
- Financing Student's Postsecondary Education
- Registration
- Participation/Performance
- Termination.

Data elements within these subdivisions are combined with institutional qualifiers to form information items which identify the various educational institutions—secondary and postsecondary—in which a student has enrolled or is registered or to which the student has applied. Also included are terms which can be used to describe the student's status and standing upon admission, upon first registration (entry), and while in attendance at a postsecondary institution; the sources from which the student may obtain funds to help meet his or her postsecondary education expenses; the educational program (including courses and performance in these courses) in which the student is engaged; and the manner in which the student's enrollment terminates at the postsecondary education institution (i.e., by completing work, by transferring, or by discontinuing work). See pages 9 and 103 for the definitions of institutional qualifiers. Also refer to appendix A, pages 88-99, for a tabular presentation of information items formed by combining the data elements in this division with institutional qualifiers.

21 INSTITUTIONAL IDENTIFICATION

Data elements in this section may be used to identify and locate educational institutions which a student has attended or is attending. In the case of secondary schools, this generally refers to the school attended last or from which the student graduated. For postsecondary institutions, identification information can be included for any institution which the student previously attended, or which awarded the student a degree, diploma, or certificate, or from which transfer award units have been accepted by the institution currently attended. Generally, the term "institution" refers to the organization offering educational programs and/or instruction to students. See also *INSTITUTIONAL QUALIFIERS* on pages 9 and 103.

21 01 NAME OF INSTITUTION

The legal name of the institution and such designations as necessary to indicate a specific reporting unit (e.g., the campus, branch, or extension center). See also *FICE CODE*.

Information Items:

– Name of Secondary School
– Name of Previous Postsecondary Institution
– Name of Current Postsecondary Institution
– Name of Subsequent Postsecondary Institution

21 02 ADDRESS OF INSTITUTION

The principal mailing address of the institution or campus or branch thereof. See also *ADDRESS*, page 22.

Information Items:

– Address of Secondary School
– Address of Previous Postsecondary Institution
– Address of Current Postsecondary Institution
– Address of Subsequent Postsecondary Institution

21 03 **FICE CODE OR NCES NUMBER OF INSTITUTION**

The Federal Interagency Committee on Education (FICE) code, or the National Center for Education Statistics (NCES) number[18] (an assigned number unique for a given institution or branch, which generally remains as an institutional identification number for the life of the institution or branch). For Federal reporting purposes, each reporting unit with its own FICE code may submit various reports separate from or combined with any other such unit.

Information Item:

– FICE Code or NCES Number of Current Postsecondary Institution

22 ADMISSIONS

Data elements in this section may be used to describe the process through which an applicant obtains official permission to enroll at a particular institution and to participate in its instructional activities. The process of obtaining such permission may be under the authority of the institution or an administrative subdivision of the institution (see *DEPARTMENT/DIVISION/SCHOOL*, page 48) which has responsibility for the administration of specified programs of studies (e.g., the law school of a university). The admissions process may range from a complex application procedure (with submission of credentials for review by a committee on admission) to a simple procedure requiring personal appearance at the first class, or attendance in general. However, some type of formal request (usually written) to enter the institution (or subdivision thereof) frequently is required, culminating in an action being taken regarding the request, commonly known as the admission decision.

22 01 **APPLICATION FOR ADMISSION**

The formal request by which an applicant (candidate for admission or prospective student) seeks evaluation of qualifications and approval by the institution to register as a student.

22 01 10 **Date Application for Admission Received**

The year, month, and day on which the admission application submitted by a student was received by the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Date Application for Admission Received by Current Postsecondary Institution

22 01 20 **Requested Date of Entry**

The academic term or calendar date on which the applicant seeks to begin attendance at the institution. The term or date generally is indicated by the applicant on the application for admission. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Requested Date of Entry to Current Postsecondary Institution

[18] As of 1980, NCES identification numbers were assigned by the Adult and Vocational Education Surveys Branch of NCES.

Student's Educational Experience—Continued

22 ADMISSIONS—Continued

22 02 GEOGRAPHIC ORIGIN (at Time of Admission)

An indication of the place where the student resided, as determined by the student's legal address, at the time of application for admission to the institution. The determination of a student's geographic origin may be made at the time of the student's application for undergraduate status, or for a first-professional program, or for graduate student status.

For definitions of *Legal Address* and *Student Level*, see pages 23 and 45, respectively. Geographic data may be useful in performing student migration studies. See page 109 of appendix B for a discussion of the relationship between *Residency Status* and *Geographic Origin*.

22 02 00.10 In-State

.11 *In-District*
.12 *Out-of-District*

.20 Other State or Outlying Area of the United States[19]

.30 Out-of-Country[19]

Information Item:

– Student's Geographic Origin at Time of Admission to Current Postsecondary Institution

22 03 ADMISSIONS ACTION

An institutional process designed to evaluate an applicant's qualifications for admissability into the institution, resulting in an admission decision.

22 03 10 Admission Decision

The action taken by the institution with regard to an applicant's request for admission.

.10 Admission Offered – A status for applicants who routinely qualify or are expected to qualify for admission to the institution, and those who, for certain academic or administrative reasons, are offered admission on a provisional basis. Accordingly, the institution may utilize various detailed subdivisions within this category to further classify applicants on the basis of the type of admission which is offered (e.g., regular, conditional, and special).

.20 Admission Denied (Rejected)

.30 On Waiting List – A status for qualified applicants–short of offering admission–based on the expectation that some admitted applicants will refuse the offer of admission, thereby opening additional spaces prior to the requested term of entry. A waiting list position may or may not result in a *final* offer of admission, and an institution may reserve the right to offer admission to all or some of its waiting list candidates.

[19]For analytical and/or reporting purposes, the State and/or political subdivision, or foreign country, may be detailed using the applicable codes listed on pages 119 and 121-123, respectively.

22 03 10.40 **Cancellation of Offer of Admission** – The status of an applicant who has had an offer of admission cancelled by the institution.

Information Item:

– Admission Decision at Current Postsecondary Institution.

22 03 20 **Date of Admission Decision Notification**

The year, month, and day on which the institution notifies the applicant of the action taken on his or her application for admission. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Date of Admission Decision Notification at Current Postsecondary Institution

22 03 30 **Approved Date of Admission**

The calendar date or academic term, as specified by the institution, on which the student is allowed to enter the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Approved Date of Admission to Current Postsecondary Institution

22 04 **CANDIDATE DECISION**

The action taken by an applicant in response to an offer of admission by an institution.

22 04 00.10 **Acceptance of Admission Offer** – The status of an applicant who accepts the offer of admission and intends to register and enroll in the institution. This decision to participate in the instructional activities of the institution is indicated by the applicant's officially notifying the institution of his/her intention to attend, generally followed by a stipulated monetary deposit guaranteeing that the applicant will register.

.20 **Refusal of Admission Offer** – The status of an applicant who subsequent to an offer of admission to an institution decides not to accept such an offer. In some instances, the applicant may neglect to advise the institution of this decision.

.30 **Withdrawal of Application for Admission** – The status of an applicant, who prior to an admission decision by the institution, indicates that he/she is no longer seeking admission to the institution.

.40 **Cancellation of Acceptance of Admission Offer** – The status of an applicant who after acceptance of an admission offer (.10 above), decides to cancel or refuse the offer of admission.

Information Item:

– Candidate Decision for Current Postsecondary Institution

22 05 **CANDIDATE REPLY DATE**

The year, month, and day on which the admitted candidate notifies the institution of his or her decision with regard to the offer of admission. See appendix D, page 117, for the standard format for coding calendar date.

Student's Educational Experience—Continued

22 ADMISSIONS—Continued

22 05 CANDIDATE REPLY DATE—Continued

Information Item:

– Candidate's Reply Date to Current Postsecondary Institution

23 FINANCING STUDENT'S POSTSECONDARY EDUCATION

The data elements in this section may be used to describe postsecondary education expenses facing a student and the sources from which the student may obtain funds to help meet these costs. These sources include any support received by the student from parents, from spouse, from his/her own resources, or from financial assistance. Financial assistance—need-based or non-need-based—refers to funds provided to a student from other than his/her own personal and family resources to help meet that student's postsecondary education expenses. Moreover, the descriptors that are included refer only to students who apply for and/or receive financial assistance. Information items composed of data elements from this section *are reported as of a particular date and cover a specified time period.* The time period should be consistently applied when each of the information items is used.

23 01 COST OF POSTSECONDARY EDUCATION (TO STUDENT)

The total amount of expenditures required to enable a student to pursue a program of postsecondary education.

23 01 10 Type of Postsecondary Education Expense

An indication of the nature and object of a student's postsecondary education expense.

.01 **Tuition** – Payments required of a student for instructional services in a program of postsecondary education. Tuition may be charged on a per-term, per-course, or per-award unit basis.

.02 **Fees** – Charges required of all students or of certain classes of students for items not covered by tuition for a specified time period while in attendance. Fees may include charges for such things as the use of instructional equipment and supplies (including library usage), for student activities, for health services, for student center activities, and for admission to athletic events.

.03 **Book, equipment, and supply expenses** – The estimated cost of necessary books, equipment, and supplies not covered by tuition and fees.

.04 **Housing, rent or room expenses** – The charges paid for lodging, including rent, mortgage payment, and utilities.

.05 **Food or board and household supply expenses** – The cost of food and household supplies.

.06 **Transportation expenses** – The cost of transportation between a student's residence and place of instruction (commuting costs)–including charges for public transportation, gasoline, parking, automobile maintenance, routine repair and insurance–and the cost of round trips home (noncommuting costs).

23 01 10.07 **Other expenses (specify)** – Any other reasonable expenses necessary to enable a student to pursue a program of postsecondary education, including, for example, medical and dental expenses, insurance, child care costs, laundry, clothing, and personal expenses.

Information Item:

– Type of Postsecondary Education Expense at Current Postsecondary Institution

23 01 20 **Amount of Postsecondary Education Expense**

The dollar amount of each type of postsecondary education expense incurred by a student. The total amount of a student's postsecondary education expenses at the current postsecondary institution may be obtained by summing the dollar amounts of each type of expense. Accordingly, the amount may be recorded by type of expense and/or as a total. Expenses should reflect the expenses the student will face in maintaining a reasonable, but moderate, standard of living while pursuing a particular program of postsecondary education. Thus, the postsecondary education expenses for a student may vary in accordance with such factors as the type and control of institution, the student's choice of residence, the student's program, and other considerations.

Information Item:

– Amount of Postsecondary Education Expense at Current Postsecondary Institution

23 02 **EXPECTED FAMILY CONTRIBUTION**

The sum of the dollar amounts which may reasonably be expected from the student, from his/her spouse, if any, and from his/her parents, if applicable, to meet the cost of the student's postsecondary education. See also *COST OF POSTSECONDARY EDUCATION (TO STUDENT)* above.

23 02 00.10 **Parental Share (of Expected Family Contribution)**[20] – The dollar amount from all sources of income and the net assets of the student's parent(s) that reasonably could be expected as a contribution to meet that student's postsecondary education expenses. In this case, "parent(s)" means the student's mother or father; an adoptive parent is considered to be the student's mother or father.[21] (The parental contribution is usually determined by an analysis of the financial circumstances of the parent(s) and an evaluation of ability to contribute to postsecondary education expenses.) Refer to pages 26 to 29 for definitions of income categories and other related terms.

.20 **Spouse's Share (of Expected Family Contribution)**[22] – The dollar amount of net earnings from the spouse's employment, from assets, from savings, and/or from other sources of the student's spouse which may be applied to that student's postsecondary education expenses. (The spouse's contribution usually is determined by an analysis of the financial circumstances of the student and spouse, and an evaluation of their ability to contribute to postsecondary education expenses.) Refer to pages 26 to 29 for definitions of income categories and other related terms.

[20] This is relevant only for a dependent student as defined on page 19.
[21] Notice of Proposed Rule Making, *Federal Register*, Vol. 44, No. 145 (Thursday, July 26, 1979), page 44100.
[22] This is relevant only to a student who is currently married.

Student's Educational Experience—Continued

23 FINANCING STUDENT'S POSTSECONDARY EDUCATION–Continued

23 02 EXPECTED FAMILY CONTRIBUTION–Continued

23 02 00.30 Student's Share (of Expected Family Contribution)

.31 ***From Earnings*** – The dollar amount of the student's net earnings from actual and/or anticipated employment which may be applied to his/her postsecondary education expenses. This amount excludes earnings from need-based employment (i.e., employment as financial aid) by the institution. See also *EARNINGS*, page 26.

.32 ***From Government Benefits*** – The dollar amount of benefits paid by government agencies to the student or on behalf of the student which may be applied to his/her postsecondary education expenses. This amount may be broken out according to program (e.g., veterans benefits or social security benefits). See also *GOVERNMENT BENEFITS*, page 26.

.33 ***From Assets*** – The dollar amount of the student's assets which reasonably could be expected as a contribution toward his/her postsecondary education expenses. See also *ASSETS*, page 28.

.34 ***From Income From Other Sources*** – The dollar amount of the student's income from sources other than his/her earnings, government benefits, and/or assets which reasonably could be expected as a contribution toward that student's postsecondary education expenses. See also *INCOME FROM OTHER SOURCES*, page 27.

.40 **Shares From Other Sources** – The sum of the dollar amounts of funds available to the student from all other sources–relatives and friends–not included above.

Information Item:

– Expected Family Contribution at Current Postsecondary Institution

23 03 FINANCIAL NEED

The difference between the cost of a student's postsecondary education and the expected family contribution from the student and his/her family to be applied toward the student's postsecondary education expenses. Financial need is demonstrated by means of a needs analysis, in which the ability of the student and his/her family to contribute to postsecondary education expenses is systematically evaluated. Eligibility for certain programs of financial assistance is based upon the demonstrated financial need of the student.

23 03 10 Amount of Financial Need

The dollar amount needed by a student to provide the difference between his/her postsecondary education expenses and the expected family contribution available to him/her.

Information Item:

– Amount of Financial Need at Current Postsecondary Institution

23 04 FINANCIAL ASSISTANCE

Financial assistance refers to any support received by a student from a source other than parents, spouse, or his/her own resources, to help meet the student's postsecondary education expenses. Financial assistance may be awarded as the result of an evaluation of the student's resources–including an accounting of available family and personal funds–and the determination of his/her financial need (need-based financial aid). Financial assistance also may be awarded on the basis of the student's abilities, talents, or special interests in certain fields (non-need-based awards and prizes).

23 04 10 Financial Aid (Need-Based)

Funds awarded to a student on the basis of his/her demonstrated financial need for the purpose of meeting postsecondary education expenses. For reporting and analytical purposes, it may be necessary for an institution to distinguish between the amount of financial aid authorized to be awarded to the student and the amount actually received by the student at that institution. See also *AMOUNT OF FINANCIAL AID AUTHORIZED* and *AMOUNT OF FINANCIAL AID RECEIVED*, on page 41.

23 04 11 Name of Financial Aid Program

The name specifically identifying the postsecondary financial aid program.

Information Items:

– Name of Financial Aid Program at Previous Postsecondary Institution
– Name of Financial Aid Program at Current Postsecondary Institution

23 04 12 Type of Financial Aid (Need-Based)

An indication of the nature of the funds awarded to a student, based on his/her demonstrated financial need.

.01 **Need-Based Grant or Scholarship** – Aid which has no requirement for repayment or employment. Remission of tuition and/or fees may also be included. Where a student without demonstrated financial need is "awarded" a scholarship without being granted any funds (e.g., some institutional scholarships) such distinction may be noted for record-keeping purposes under *ACADEMIC HONORS* on page 59.

.02 **Need-Based Educational Loan** – Aid which requires dollar repayment and/or provides for full or partial loan forgiveness under specified conditions (e.g., for service in a specified career).

.03 **Need-Based Employment** – Aid which provides compensation for service rendered. This includes only employment awarded by the institution (e.g., employment under the College Work Study Program). See also *EMPLOYMENT EXPERIENCE*, page 63.

.09 **Other Financial Aid (Specify)** – Any need-based financial aid not included above.

Information Item:

– Type of Financial Aid at Previous Postsecondary Institution
– Type of Financial Aid at Current Postsecondary Institution.

Student's Educational Experience—Continued

23 FINANCING STUDENT'S POSTSECONDARY EDUCATION—Continued

23 04 FINANCIAL ASSISTANCE—Continued

23 04 13 Source of Financial Aid

The funding source of a financial aid award to a student.

.01 **Federal Government** – A unit of the Federal Government.

.02 **State Government** – A unit of the State Government.

.03 **Local Government** – A unit of the local government.

.04 **Institutional Source** – A resource of the institution, such as endowment income, contributions, or income from institutional activities.

.05 **Private Source** – A civic, church, community, or private organization other than the institution.

.06 **Individual Person(s)** – One or more persons (not an organization) who make funds available for financial aid.

.09 **Other Source (Specify)**

.99 **Source Unknown**

Information Item:

– Source of Financial Aid at Previous Postsecondary Institution
– Source of Financial Aid at Current Postsecondary Institution

23 04 14 Selector of Recipient

The organization or agency making the selection of the financial aid recipient.

.01 **Federal Government**
.02 **State Government**
.03 **Local Government**
.04 **Institution**
.05 **Private Organization**
.09 **Other Organization (Specify)**
.99 **Control Unknown**

Information Items:

– Selector of Recipient at Previous Postsecondary Institution
– Selector of Recipient at Current Postsecondary Institution

23 04 15 Control of Financial Aid

The organization or agency having administrative control (i.e., serving as disbursing agent) of the student's financial aid award. The control and source of the student's financial aid award may be the same.

23 04 15.01	Federal Government
.02	State Government
.03	Local Government
.04	Institution
.05	Private Organization
.09	Other Organization (Specify)
.99	Control Unknown

Information Items:

– Control of Financial Aid at Previous Postsecondary Institution
– Control of Financial Aid at Current Postsecondary Institution

23 04 16 **Amount of Financial Aid Authorized (for Student)**

The dollar value of the financial aid authorized for a student under a specific program. This amount may also be recorded by the type, the source, and the control of the student's financial aid award. The amount authorized may differ from the amount actually received by the student. See also *AMOUNT OF FINANCIAL AID RECEIVED.*

Information Items:

– Amount of Financial Aid Authorized (for Student) at Previous Postsecondary Institution
– Amount of Financial Aid Authorized (for Student) at Current Postsecondary Institution

23 04 17 **Amount of Financial Aid Received (by Student)**

The dollar value of financial aid received by, or made available to, a student under a specific program. This amount may also be recorded by type, source, and control of the student's financial aid award. For example, a student may be awarded $1,000 in financial aid for a school year; however, for various reasons, that student may have received only $800 by the end of the time period. See also *AMOUNT OF FINANCIAL AID AWARDED.*

Information Items:

– Amount of Financial Aid Received (by Student) at Previous Postsecondary Institution
– Amount of Financial Aid Received (by Student) at Current Postsecondary Institution

23 04 20 **Awards, Prizes, and Other Assistance (Non-Need-Based)**

Funds awarded in recognition of a student's special abilities, talents, interests, or participation in certain programs without regard to financial need. However, non-need-based awards, prizes, or other assistance received by students may be used for or applied toward meeting or reducing a student's computed financial need. Accordingly, where students with demonstrated financial need are the recipients of more than one type of financial assistance (i.e., need-based financial aid and non-need-based awards or prizes), it may be necessary to designate the amount provided of each type to meet or reduce the student's financial need. See also *FINANCIAL AID (NEED-BASED)* on page 39.

23 04 21 **Name of Award, Prize, or Other Assistance**

The name specifically identifying the postsecondary award, prize, and/or other assistance.

Information Items:

– Name of Award, Prize, or Other Assistance at Previous Postsecondary Institution
– Name of Award, Prize, or Other Assistance at Current Postsecondary Institution

Student's Educational Experience—Continued

23 FINANCING STUDENT'S POSTSECONDARY EDUCATION—Continued

23 04 FINANCIAL ASSISTANCE—Continued

23 04 22 Type of Award, Prize, or Other Assistance (Non-Need-Based)

The type of assistance awarded to a student based on criteria other than the student's financial need.

.01 **Non-Need-Based Grant or Scholarship** – An award or prize, including remission of tuition and/or fees, if applicable, which does not require repayment or employment and which is based on a student's academic strength or specialized abilities in some portion of an institution's program (e.g., an athletic grant, music scholarship, etc.).

.02 **Non-Need-Based Educational Loan** – Assistance which requires dollar repayment and/or provides for full or partial loan forgiveness under specified conditions (e.g., for service in a specified career field). This excludes consumer loans for goods.

.03 **Fellowship** – An award or prize, ordinarily for support of graduate study, which does not require repayment or employment and which is normally used to support a graduate student in his/her field of primary interest.

.04 **Non-Need-Based Employment** – An award or prize which provides compensation for services rendered. This includes any employment awarded by the institution. Assistantships usually are included in this category. See also *EMPLOYMENT EXPERIENCE*, page 63.

.09 **Other Non-Need-Based Awards, Prizes, or Other Assistance (Specify)**

Information Items:

– Type of Award, Prize, or Other Assistance at Previous Postsecondary Institution
– Type of Award, Prize, or Other Assistance at Current Postsecondary Institution

23 04 23 Source of Award, Prize, or Other Assistance

The funding source of an award, prize, or other assistance to a student. See SOURCE OF FINANCIAL AID on page 40 for the multiple-choice response categories.

Information Items:

– Source of Award, Prize, or Other Assistance at Previous Postsecondary Institution
– Source of Award, Prize, or Other Assistance at Current Postsecondary Institution

23 04 24 Control of Award, Prize, or Other Assistance

The organization or agency having administrative control of the student's award, prize, or other assistance. The control and source of the student's award or prize may be the same. See CONTROL OF FINANCIAL AID on page 40 for the multiple-choice response categories.

Information Items:

– Control of Award, Prize, or Other Assistance at Previous Postsecondary Institution
– Control of Award, Prize, or Other Assistance at Current Postsecondary Institution

23 04 25 **Amount Authorized for Award, Prize, or Other Assistance (to Student)**

The dollar value of a specific award, prize, or other assistance authorized for award to a student. This amount may also be recorded by the type, the source, and the control of the student's award, prize, or other assistance. The amount authorized may differ from the amount actually received by the student. See also *AMOUNT OF AWARD, PRIZE, OR OTHER ASSISTANCE RECEIVED.*

Information Items:

– Amount Authorized for Award, Prize, or Other Assistance to Student At Previous Postsecondary Institution
– Amount Authorized for Award, Prize, or Other Assistance to Student at Current Postsecondary Institution

23 04 26 **Amount of Award, Prize, or Other Assistance Received (by Student)**

The dollar value of a specific award, prize, or other assistance received by, or made available to a student to meet the student's postsecondary education expenses. This amount may also be recorded by the type, the source, and the control of the student's award, prize, or other assistance. See also *AMOUNT AUTHORIZED FOR AWARD, PRIZE, OR OTHER ASSISTANCE.*

Information Items:

– Amount of Award, Prize, or Other Assistance Received by Student at Previous Postsecondary Institution
– Amount of Award, Prize, or Other Assistance Received by Student at Current Postsecondary Institution

24 REGISTRATION

The data elements of this section may be used to describe the process by which a student enters an institution and/or subdivision of the institution, a process–frequently including the payment of tuition and/or fees–which results in the student's name being entered into the rolls, records, and/or files of the institution.

24 01 REGISTRATION STATUS

The designation of various statuses or conditions assigned to a person by the institution in terms of specific institutional criteria at the time of each registration. The terms associated with REGISTRATION STATUS may also be applied, where needed, to the status requested by a person on his/her application for admission, or to the status requested at the time of initial registration.

24 01 10 **Day/Evening Schedule**

.01 **Day Schedule** – The schedule of a student who attends the majority of his/her classes during the daytime hours (as defined by the institution).

.02 **Evening Schedule** – The schedule of a student who attends the majority of his/her classes during the evening hours (as defined by the institution).

.03 **Other Schedule** – e.g., a combined day-evening schedule or a weekend schedule.

Information Item:

– Day/Evening Schedule at Current Postsecondary Institution

Student's Educational Experience—Continued

24 REGISTRATION—Continued

24 01 REGISTRATION STATUS—Continued

24 01 20 Formal Award Status

The status of a student with regard to his/her immediate institutionally-appoved educational goal. The student's educational aspiration may differ from this institutionally-endorsed goal. See also *HIGHEST FORMAL AWARD SOUGHT*, page 25.

.10 **Formal-Award Student** – A student whose program of studies leads to the receipt of a formal award. See also *FORMAL AWARD*, page 56.

.20 **Not a Formal-Award Student** – A student whose program of study does *not* lead directly to the receipt of a formal award in the current institution. See also *FORMAL AWARD*, page 56.

Information Item:

– Formal Award Status at Current Postsecondary Institution

24 01 30 Student Load

The sum of the award units of all courses in which a student is enrolled during a specified time period, as defined by the institution. See also *AWARD UNITS FOR COURSE*, page 54. See also appendix B, page 109, for a discussion of this term with regard to computation of full-time and part-time participation.

Information Item:

–Student Load at Current Postsecondary Institution

24 01 40 Program Completion Level

A measure of progress, expressed as a percentage, toward completion of a program of studies. The percentage is derived by dividing a student's total number of formal award units previously earned and allowed by the institution by the total number of units needed for completion of his/her program.

This measure may be used for students in all programs of postsecondary education. A similar measure, often used in institutions of higher education, is included in the following term, *Student Level.*

.01 **Level 1** – 0-25 percent of program completed.

.02 **Level 2** – 26-50 percent of program completed.

.03 **Level 3** – 51-75 percent of program completed.

.04 **Level 4** – 76 percent or more of program completed.

Information Item:

– Program Completion Level at Current Postsecondary Institution

24 01 50 **Student Level**

A measure of a student's progression through the various formal award levels of postsecondary education, as determined by the formal award sought and the number of award units accumulated toward completion of that formal award.

.10 **Formal-Award Student** – See *FORMAL-AWARD STUDENT*, page 44; *FORMAL AWARD*, page 56; and *FORMAL AWARD SOUGHT*, page 58.

.11 ***Lower Division, Undergraduate Level***
- .111 *Year 1* – Freshman
- .112 *Year 2* – Sophomore

.12 ***Upper Division, Undergraduate Level***
- .121 *Year 3* – Junior
- .122 *Year 4* – Senior
- .123 *Year 5* – Senior in a 5-year program

.13 ***First-Professional Level***
- .131 *Year 1*
- .132 *Year 2*
- .133 *Year 3*
- .134 *Year 4*
- .135 *Year 5*

.14 ***Graduate Level***
- .141 *Graduate 1* – Work toward a master's or specialist's degree.
- .142 *Graduate 2* – Work toward a doctoral degree.

.20 **Not a Formal-Award Student** – See *NOT A FORMAL-AWARD STUDENT*, page 44.

.21 ***Prebaccalaureate Student*** – A student who is not seeking a formal award and has not earned a bachelor's degree.

.22 ***Postbaccalaureate Student*** – A student who is not seeking a formal award but who has earned a bachelor's degree. This includes students who may hold master's or doctoral degrees *except* for Postdoctoral Students as defined below.

.23 ***Postdoctoral Student*** – A student holding a doctoral degree who engages in a formal program of study and research at a more advanced level than the doctoral student.

Information Item:

– Student Level at Current Postsecondary Institution.

24 01 60 **Student Standing**

The student's status at any time with regard to the institutional criteria governing adequate performance in the pursuit of educational objectives.

.01 **Good Standing** – The status of a student who is not on probation and is eligible to continue in or return to the institution.

.02 **Academic Probation** – The status of a student whose academic performance is unsatisfactory according to specific institutional criteria. The student remains enrolled but under stated conditions.

Student's Educational Experience—Continued

24 REGISTRATION—Continued

24 01 REGISTRATION STATUS—Continued

24 01 60 Student Standing—Continued

.03 **Academic Suspension** – The status of a student who remains registered at an institution but for reasons of academic demerit is prohibited from enrolling in courses offered by the institution and, frequently, from engaging in activities sponsored by the institution.

.04 **Disciplinary Probation** – The status of a student resulting from unsatisfactory conduct apart from academic performance. The student remains enrolled, but under stated conditions.

.05 **Disciplinary Suspension** – The status of a student who remains registered at an institution but for reasons of disciplinary demerit is prohibited from enrolling in courses offered by the institution and, frequently, from engaging in activities sponsored by the institution.

.06 **Leave of Absence** – The status of a student who voluntarily requests to remain a registered student but does not plan to enroll in courses for a specified period of time.

.09 **Other Student Standing (Specify)**

Information Item:

– Student Standing at Current Postsecondary Institution

24 01 70 Transition Status

An enrolled student's status during a registration period at the institution in relation to any previous postsecondary attendance experience. This term is commonly used in conjunction with the major STUDENT LEVEL categories: undergraduate, first-professional and graduate (see page 45).

.10 **New Student** – A student who has never attended the institution previously and will register or has registered for the first time.

.11 ***First-Time Postsecondary Student*** – A new student who has no previous experience at the postsecondary educational level.

.12 ***Transfer Student*** – A new student who transfers award units for a portion of a formal award requirement from a previous postsecondary institution to his/her current institution.

.13 ***Beginning Student*** – A new student with previous postsecondary experience (on any level) who does not transfer award units into his/her current institution.

.20 **Returning Student** – A student who has enrolled in the institution previously.

.21 ***Uninterrupted Attendance Student*** – A returning student whose educational activities at the institution continue unbroken within the regular calendar system of the

.21 *Uninterrupted Attendance Student–Continued*

institution. Normal vacation periods (i.e., summer vacations, holidays, or other institutionally-approved break periods) do not constitute breaks in attendance.

.211 *Continuing Student* – An uninterrupted attendance student who has not changed formal award level (e.g., bachelor's, master's) and for whom academic responsibility remains in the same administrative subdivision as in the immediately preceding registration period.

.212 *Intrainstitutional Transfer Student* – An uninterrupted attendance student who changes formal award level (e.g., from bachelor's to master's) and/or for whom academic responsibility is transferred from one administrative subdivision to another (e.g., from the Faculty of Arts and Sciences to the Graduate School of Engineering).

.22 ***Reinstated Student*** – A returning student who because of a leave-of-absence or suspension, had a break in attendance at the institution.

.23 ***Readmitted Student*** – A returning student who terminated attendance at the institution previously and consequently has been required to be readmitted to the institution.

Information Item:

– Transition Status at Current Postsecondary Institution

24 01 80 **Beginning Date of Attendance**

The calendar date or academic year or term when a student first attends classes at the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Beginning Date of Attendance at Current Postsecondary Institution

24 01 90 **Date of Registration**

The calendar date or academic year or term of the student's most recent registration at the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Date of Registration at Current Postsecondary Institution

24 02 **ENROLLMENT STATUS**

An indication of whether or not a person is registered in the institution and is enrolled or not to participate in the instructional activities of the institution on the institution's census date. Refer to page 110 for a discussion of cooperative (dual) enrollment.

24 02 00.01 **Enrolled** – A registered student who is participating in the institution's instructional activities on the census date. This includes students who are in good standing or are on academic or disciplinary probation. See also *STUDENT STANDING*, page 45.

.02 **Not Enrolled but Registered** – A student who is registered in the institution but is not participating in the institution's instructional activities. This includes students who are registered (i.e., who are "maintaining their matriculation") for purposes of using the institution's

Student's Educational Experience—Continued

24 REGISTRATION—Continued

24 02 ENROLLMENT STATUS

24 02 00.02 Not Enrolled but Registered—Continued

resources (e.g., a library or laboratory) or while completing a dissertation. In accordance with the institution's practices, this also may include students who are on leave-of-absence. See also *STUDENT STANDING*, page 45.

.03 Not Enrolled and Not Registered – A person who is not registered in the institution. In accordance with the institution's practices, this may include persons who are on leave-of-absence from the institution or are on academic or disciplinary suspension. See also *STUDENT STANDING*, page 45.

Information Item:

– Enrollment Status at Current Postsecondary Institution

24 03 DEPARTMENT/DIVISION/SCHOOL

An administrative subdivision of the institution directly administering and/or supervising instruction in a specific discipline or branch of knowledge.

24 03 10 Name of Department/Division/School

The name of the specific administrative subdivision of the institution administering and/or supervising a student's program of studies.

Information Item:

– Name of Department/Division/School at Current Postsecondary Institution

24 04 PROGRAM OF STUDIES

A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.

24 04 10 Type of Program[23]

An indication of the general purpose of the program of studies selected by a student or in which he/she is registered or plans to register.

This term may describe the student's program even if the student is not currently working toward a formal award. A profile of the student's program can be obtained by using this term in conjunction with any of several other terms, including *OBJECTIVE IN ATTENDING POSTSECONDARY INSTITUTION* on page 24 and *FORMAL AWARD SOUGHT*, page 58. This term should also be used in recording data on students engaged in study of a nonformal nature (e.g., a single course on community affairs).

.01 General Academic/Liberal Arts Program – A program of studies in the liberal arts and sciences. Included in this category are associate and bachelor's degree programs,

[23] In reporting to the Veterans Administration on "current course or objective," the institution's actual name for the student's approved program of studies should be listed.

24 04 10.01 **General Academic/Liberal Arts Program–Continued**

preprofessional programs (e.g., prelaw or premedical), and master's level programs in liberal arts and/or sciences.

.02 **Professional Program** – A program of studies intended to prepare students for immediate entry into a specific profession or career which requires–as a minimum–educational attainment at the baccalaureate level or beyond. Programs in this category include first-professional degree programs and undergraduate programs in engineering or business administration, as well as doctoral programs in the liberal arts (i.e., doctoral programs which prepare students for careers as practitioners, instructors, or researchers in a particular field of study).

.03 **Vocational/Technical Program** – A program of studies intended to prepare students for immediate entry into an occupation which requires educational attainment below the baccalaureate level, frequently culminating in attainment of an associate degree, a certificate, or diploma. Examples include certificate or diploma programs in child care training, auto mechanics, business data processing, and dental technology.

.04 **Requisite Preparatory/Adult Basic Education Program** – A course or course cluster which is preparatory or remedial in nature. Included are courses required of a student by an institution (usually in order to obtain entry or work toward a degree program) and courses offered under an Adult Basic Education Program.[24]

.05 **Occupational Upgrading/Professional Development Program** – A program of studies which is directly related to the student's career/occupation, and which is designed to expand the student's skills and knowledge in that area. While such students generally are not engaged in degree programs, award units or some other recognition of completion frequently are provided. Included are courses in teacher education and computer languages, and medical refresher courses.

.06 **Personal Interest/Avocational Studies Program** – A program of studies which includes courses that are not offered as part of a formal award program, but are carried out to support a student's avocational pursuits or personal interests. Examples include courses in macrame, foreign languages for travel, environmental issues, and household budgeting. Excluded from this category are courses offered under .04, *Requisite Preparatory/Adult Basic Education,* even though courses in this category generally do not lead to a formal award.

.09 **Other Type of Program (Specify)**

Information Item:

– Type of Program at Current Postsecondary Institution

24 04 20 **Major Field of Study**[25]

A designation, as appropriate, for the subject-matter area(s) or discipline(s) to which a student gives primary (or singular) emphasis within his/her program of studies, according to institutional requirements for minimum number of courses or award units. Where the student chooses to satisfy the institutional requirements for primary emphasis in two or more fields of study (i.e., double or multiple majors), each major may be specified.

[24]The Adult Basic Education program was established under the Adult Education Act of 1966 to provide fundamental learning tools to persons 16 years or older who have never attended school or who have interrupted their formal schooling. Courses provide for the attainment of reading, writing, and computational skills through the 12th-grade level of competence, for overcoming English-language difficulties, and for learning to function as responsible citizens.

[25]In reporting to the Veterans Administration on "current couse or objective," the institution's actual name for the student's approved program of studies should be listed.

Student's Educational Experience—Continued

24 REGISTRATION–Continued

24 04 PROGRAM OF STUDIES–Continued

24 04 20 Major Field of Study–Continued

Institutions may record the *Major Field of Study* using a standard name or using an institutional name (see below). In some cases institutions may choose to report such data under both designations in order to achieve the desired degree of specificity and usefulness.

24 04 21 Major Field of Study – Standard Name

A designation of the major field of study in accordance with the standard classification as contained in *A Taxonomy of Instructional Programs in Higher Education* and Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State Systems.*[26] See page 125 for a listing of categories for major field of study.

Information Items:

– Major Field of Study – Standard Name at Previous Postsecondary Institution
– Major Field of Study – Standard Name at Current Postsecondary Institution
– Major Field of Study – Standard Name at Subsequent Postsecondary Institution

24 04 22 Major Field of Study – Institutional Name

A designation of the major field of study in accordance with the institution's curricular nomenclature.

Information Items:

– Major Field of Study – Institutional Name at Previous Postsecondary Institution
– Major Field of Study – Institutional Name at Current Postsecondary Institution
– Major Field of Study – Institutional Name at Subsequent Postsecondary Institution

24 04 30 Minor Field of Study

A designation, as appropriate, for the subject-matter area(s) or discipline(s) to which a student gives secondary emphasis within his/her program of studies, according to institutional requirements for minimum number of courses or award units. Institutions may record the *Minor Field of Study* using a standard name or using an institutional name (see below). In some cases institutions may choose to record such data under both designations in order to achieve the desired degree of specificity and usefulness.

24 04 31 Minor Field of Study – Standard Name

A designation of the minor field of study in accordance with the standard classification as contained in *A Taxonomy of Instructional Programs in Higher Education* and Handbook VI.[26] See page 125 for a listing of categories for minor field of study.

---

[26]Robert A. Huff and Marjorie O. Chandler, *A Taxonomy of Instructional Programs in Higher Education*, U.S. Department of Health, Education, and Welfare, Office of Education (Washington, D.C.: U.S., Government Printing Office, 1970); and John F. Putnam and W. Dale Chismore, *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, State Educational Records and Reports Series: Handbook VI, U.S. Department of Health, Education, and Welfare, Office of Education (Washington, D.C: U.S. Government Printing Office, 1970), chapter 5. In addition, a handbook of terms and definitions for instructional programs was under development by NCES as of January 1980.

ERRATA

Page 50

24 04 21 Major Field of Study - Standard Name

A designation of the major field of study in accordance with the standard classification as contained in A Classification of Instructional Programs. 26/ See page 125 for a listing of categories for major field of study.

24 04 31 Minor Field of Study - Standard Name

A designation of the minor field of study in accordance with the standard classification as contained in A Classification of Instructional Programs. 26/ See page 125 for a listing of categories for minor field of study.

26/Malitz, Gerald S., A Classification of Instructional Programs, U.S. Department of Education, National Center for Education Statistics (Washington, D.C.: U.S. Government Printing Office, 1981).

24 04 31 **Minor Field of Study – Standard Name–Continued**

Information Items:

– Minor Field of Study – Standard Name at Previous Postsecondary Institution
– Minor Field of Study – Standard Name at Current Postsecondary Institution
– Minor Field of Study – Standard Name at Subsequent Postsecondary Institution

24 04 32 **Minor Field of Study – Institutional Name**

A designation of the minor field of study in accordance with the institution's curricular nomenclature.

Information Items:

– Minor Field of Study – Institutional Name at Previous Postsecondary Institution
– Minor Field of Study – Institutional Name at Current Postsecondary Institution
– Minor Field of Study – Institutional Name at Subsequent Postsecondary Institution

24 04 40 **Length of Program**

The amount of time (i.e., days, weeks, months, or years, assuming a normal course load) recommended by the institution for completion of a fully-engaged student's specific program of studies. See also discussion on pages 109-110.

Information Item:

– Length of Program at Current Postsecondary Institution

24 04 50 **Date of Expected Program Completion**

The academic term or calendar date when a student is expected to satisfactorily complete all the requirements of his/her program of studies. See appendix D, page 117, for standard format for coding calendar date.

Information Item:

– Date of Expected Program Completion at Current Postsecondary Institution

25 PARTICIPATION/PERFORMANCE

Data elements in this section may be used to describe various aspects of a student's activities and accomplishments which are directly related to educational programs of the institution. Included are terms which describe the courses taken by the student, such as course name, grades (marks), and award units received for successful completion of courses.

25 01 STANDARDIZED TEST

A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of adequate norms.

25 01 10 **Name(s) of Admission Test(s)**

The name(s) (and form number/letter, copyright date, or other information) which uniquely identifies any test(s) required and/or used in support of a student's admission request.

Information Items:

– Name of Admission Test for Previous Postsecondary Institution
– Name of Admission Test for Current Postsecondary Institution

Student's Educational Experience—Continued

25 PARTICIPATION/PERFORMANCE–Continued

25 01 STANDARDIZED TEST–Continued

25 01 20 Name(s) of Placement Test(s)

The name(s) (and form number/letter, copyright date, or other information) which uniquely identifies any test(s) required and/or used to determine the specific course needs of a student.

Information Items:

– Name of Placement Test at Previous Postsecondary Institution
– Name of Placement Test at Current Postsecondary Institution

25 01 30 Name(s) of Other Standardized Test(s)

The name(s) (and form number/letter, copyright date, or other identification) that uniquely identifies any standardized test(s) other than entrance or placement tests.

The purpose of any test listed under this term should be included if it is not apparent by the actual name of the test.

Information Items:

– Name of Other Standardized Test at Previous Postsecondary Institution
– Name of Other Standardized Test at Current Postsecondary Institution

25 01 40 Test Results

The student's standard test score(s) (as assigned by the publisher) or, if none, the raw score.

Information Items:

– Test Results at Previous Postsecondary Institution
– Test Results at Current Postsecondary Institution

25 01 50 Date Test Was Administered

The year, month, and day on which the standardized test was administered. See appendix D, page 117, for the standard format for coding calendar date.

Information Items:

– Date Test Was Administered at Previous Postsecondary Institution
– Date Test Was Administered at Current Postsecondary Institution

25 02 COURSE

An organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular term, a 2-week workshop).

The definition may be interpreted to include that group of activities which is often described under the broad heading of "nontraditional study" (including experiential learning and credit-by-examination), but only when these activities are assigned course titles, course codes, and, in

25 02 **COURSE–Continued**

some cases, award units. The process of assigning course titles, course codes, and award units usually includes formal evaluation of the student's knowledge or skills by means of testing or other institutionally approved procedures. See also *AWARD UNITS*, page 55. See also *STANDARDIZED TEST*, page 51, for recording results of the College Level Examination Program (CLEP) and other standardized tests.

25 02 10 **Course Title**

The name of a course as it appears in official institutional publications.

Information Items:

– Course Title at Secondary School
– Course Title at Previous Postsecondary Institution
– Course Title at Current Postsecondary Institution

25 02 20 **Subject-Matter Area of Course**

The subject-matter area which provides the basis for instruction within a specific course. Codes for subject-matter areas are included on page 126. In some cases, the categories for major and/or minor field of study listed on page 125 have been used to identify course subject-matter areas.

Information Items:

– Subject-Matter Area of Course at Secondary Institution
– Subject-Matter Area of Course at Previous Postsecondary Institution
– Subject-Matter Area of Course at Current Postsecondary Institution

25 02 30 **Course Code**

The official number and/or other descriptor that serves to uniquely identify a course provided at a particular institution. Typically, this includes an identification of the subject-matter area of the course and a course number.

Information Items:

– Course Code at Previous Postsecondary Institution
– Course Code at Current Postsecondary Institution

25 02 40 **Length of Course**

The period of time over which the course/section is scheduled (e.g., hours, days, weeks, and months).

Information Items:

– Length of Course at Previous Postsecondary Institution
– Length of Course at Current Postsecondary Institution

25 02 50 **Beginning Date of Course**

The calendar date or term on which course instruction begins. See appendix D, page 117, for standard format for coding calendar date.

Student's Educational Experience—Continued

25 PARTICIPATION/PERFORMANCE—Continued

25 02 COURSE—Continued

25 02 50 Beginning Date of Course—Continued

Information Items:

– Beginning Date of Course at Previous Postsecondary Institution
– Beginning Date of Course at Current Postsecondary Institution

25 02 60 Ending Date of Course

The calendar date on which a student's activities associated with the course are expected to end (e.g., the date of the final examination). See appendix D, page 117, for standard format for coding calendar date.

Information Items:

– Ending Date of Course at Previous Postsecondary Institution
– Ending Date of Course at Current Postsecondary Institution

25 02 70 Award Units For Course

The number or range of award units assigned to a course by the institution. Upon successful completion of the course, this number of units will be awarded to a student. See also *AWARD UNITS*, page 55.

Information Items:

– Award Units for Course at Secondary Institution
– Award Units for Course at Previous Postsecondary Institution
– Award Units for Course at Current Postsecondary Institution

25 03 GRADE (MARK)

A rating or evaluation of a student's achievement in a course.

25 03 10 Grade (Mark) Received For Course

The final grade (or mark) received by a student for achievement in a specified course. See also *COURSE*, page 52.

Information Items:

– Grade (Mark) Received for Course at Secondary School
– Grade (Mark) Received for Course at Previous Postsecondary Institution
– Grade (Mark) Received for Course at Current Postsecondary Institution

25 03 20 Grade-Point Average

A measure of a student's average performance in all courses taken during a reporting period, term, or academic year—or accumulated for several terms or years—except for those courses explicitly excluded by the institution from grade-point average calculations.

25 03 20 **Grade-Point Average—Continued**

This numerical average is found by (1) multiplying the numerical grade or a number assigned to a nonnumerical grade (for each course to be included in average), by the number of award units (for each course in the average), (2) summing these results, and (3) dividing this sum by the total award units for all courses included. See also *AWARD UNITS* on this page.

Grade points for a course are obtained by multiplying the number of award units given for successful course completion by the numerical grade (or equivalents for nonnumerical grades) awarded for student performance (e.g., A = 4, B = 3, C = 2, D = 1, F = 0). An interpretation of grade points and grade-point average should be included when this information is sent outside the institution or system of institutions.

Information Items:

– Grade-Point Average at Secondary School
– Grade-Point Average at Previous Postsecondary Institution
– Grade-Point Average at Current Postsecondary Institution

25 03 30 **Rank In Class**

The relative numeric position of a student in a defined population of students based on grade-point averages or some other measure of scholastic achievement.

Information Items:

– Rank in Class at Secondary Institution
– Rank in Class at Previous Postsecondary Institution
– Rank in Class at Current Postsecondary Institution

25 04 **AWARD UNITS**

A measure of the amount of value (or credit) received by a student for the successful completion of one or more educational experiences, such as a course or other type of learning experience. See also *COURSE*, page 52. Various units are used to measure such value, including: Semester Credit Hours, Quarter Credit Hours, Contact Hours/Clock Hours, Credit Units, Course Units, Units of Value, and Continuing Education Units (CEU).

The number of units to be awarded for the successful completion of a course is usually determined by a faculty committee (or equivalent body) upon consideration of factors such as difficulty of the course, the time expected of a student in contact with the faculty and otherwise (i.e., Contact Hours/Clock Hours and Total Hours), and the type of educational experience (e.g., lecture, laboratory, independent study).

When data pertaining to Award Units is transmitted outside the institution, the transmitting institution should specify the Award Unit used (e.g., Semester Credit Hour, CEU), and define the unit, where applicable, in terms of the total number of Award Units required for program completion and, if appropriate, the real-time factors of the Award Unit (i.e., Contact Hours/Clock Hours and Total Hours). See appendix B, pages 110 to 111, for a discussion of one method of equating *Award Units*.

25 04 10 **Award Units Received for Course**

The number of award units granted the student for successful completion of the course. See also *COURSE*, page 52.

Information Items:

– Award Units Received for Course at Secondary School

Student's Educational Experience—Continued

25 **PARTICIPATION/PERFORMANCE—Continued**

25 04 **AWARD UNITS—Continued**

25 04 10 **Award Units Received for Course—Continued**

– Award Units Received for Course at Previous Postsecondary Institution
– Award Units Received for Course at Current Postsecondary Institution

25 04 20 **Award Units Accepted**

The number of award units accepted by the current institution, usually from a previously attended institution, for application toward completion of a student's current requirements for a specified program. This includes award units accepted or awarded on the basis of examination (including the College-Level Examination Program (CLEP)), military courses,[27] and various life experiences.

Information Item:

– Award Units Accepted at Current Postsecondary Institution

25 04 30 **Total Award Units Accumulated**

The cumulative number of award units a student has earned to date at a given institution.

Information Item:

– Total Award Units Accumulated at Current Postsecondary Institution

25 04 40 **Total Award Units Accumulated Toward Formal Award**

The total number of award units a student has earned which have been accepted or applied by the institution toward the completion of program requirements.

Information Item:

– Total Award Units Accumulated Toward Formal Award at Current Postsecondary Institution

25 04 50 **Total Award Units Required for Completion of Program**

The total number of award units which a student must earn to complete his/her program requirements. See also discussion on pages 110-111.

Information Item:

– Total Award Units Required for Completion of Program at Current Postsecondary Institution

25 05 **FORMAL AWARD**

A diploma, certificate, or degree awarded in recognition of the successful completion of a program of studies. Also included under this heading are certificates awarded for attendance or for the completion of a course. Certain other types of awards may appropriately be included under *ACADEMIC HONORS*, on page 59.

[27]Such credit may be awarded by the institution on the basis of recommendations in *Guide to the Evaluation of Educational Experiences in the Armed Forces*, published by the American Council on Education.

25 05 00.01 **None**

.02 **Certificate of Attendance** – A document certifying the presence of the student at school during given years or on given days.

.03 **Certificate of Completion** – A document certifying the satisfactory completion of a single course. This document frequently is awarded for courses for which credit toward graduation is not granted. This document sometimes is referred to as a "certificate of training."

.04 **Certificate of Competency** – A document certifying the attainment of a specified level of competency, as indicated by test results.

.13 **Secondary School Diploma/Certificate** – A formal document conferred by an educational institution or agency for the successful completion of a prescribed secondary school program of studies.

.14 ***High School Diploma*** – A diploma granted upon the successful completion of a prescribed secondary school program of studies.

.15 ***Certificate of High School Equivalency*** – A formal document issued by a State department of education or other authorized agency certifying that an individual has met the State requirements for high school graduation by attaining satisfactory scores on the Tests of General Educational Development or another State-specified examination.

.17 **Postsecondary Certificate or Diploma for Less Than 1 Year** – A diploma or certificate certifying the successful completion of a postsecondary program of studies equivalent to less than 1 year of full-time participation.[28]

.18 **Postsecondary Certificate or Diploma for 1 Year or More** – A diploma or certificate other than a degree certifying the successful completion of a postsecondary program of studies equivalent to 1 year or more of full-time participation.[28]

.20 **Degree** – An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a college-level program of studies or, in some instances, as recognition for outstanding achievement or merit.

.21 ***Associate Degree*** – A degree granted for the successful completion of a program of studies requiring at least 2 but less than 4 years (or equivalent) of full-time college-level study.

.22 ***Bachelor's Degree*** – A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or equivalent) of full-time college-level study.

.23 ***First-Professional Degree*** – A degree that signifies both (a) completion of the academic requirements for beginning practice in a given profession and (b) a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. First-professional degrees are

[28] Full-time participation is discussed on pages 109-110.

Student's Educational Experience—Continued

25 PARTICIPATION/PERFORMANCE—Continued

25 05 FORMAL AWARD—Continued

25 05 00.20 Degree—Continued

.23 ***First-Professional Degree—Continued***

awarded in fields such as dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

.24 ***Master's Degree*** – An earned degree carrying the title of Master. One type of Master's degree—including the Master of Arts degree (M.A.) and the Master of Science degree (M.S.)—usually is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally-oriented program (e.g., in education (M.Ed.), in business administration (M.B.A.), in fine arts (M.F.A.), in music (M.M.), in social work (M.S.W.), in public administration (M.P.A.), and in other fields). A third type of master's degree is awarded in professional fields for study beyond the first-professional degree (e.g., the Master of Laws (LL.M.) and Master of Science in various medical specializations).

.25 ***Specialist's or Intermediate Degree*** – An advanced professional degree, usually intermediate between the master's degree and the doctorate. This degree is awarded principally in the field of education (i.e., Education Specialist (Ed.S.)).

.26 ***Doctor's Degree*** – An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D) is the highest academic degree, and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D. Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. (First-professional degrees such as M.D. and D.D.S. are not included here but are included under *First-Professional Degree* above.)

.27 ***Other Degree (Including Honorary Degree)*** – A category of degree other than those included above. Any such degree should be specified.

25 05 10 Formal Award Sought (Specify)

The specific formal award which a student seeks to earn (e.g., Bachelor of Arts degree, Master of Arts degree, Master of Science degree). See above for examples of formal awards.

Information Items:

– Formal Award Sought at Current Postsecondary Institution
– Formal Award Sought at Subsequent Postsecondary Institution

25 05 20 Formal Award Earned (Specify)

The specific formal award earned by a student, whether or not formally presented to the student by the institution. See above for examples of formal awards.

25 05 20 **Formal Award Earned (Specify)–Continued**

Information Items:

– Formal Award Received from Secondary School
– Formal Award Received from Previous Postsecondary Institution
– Formal Award Received from Current Postsecondary Institution
– Formal Award Received from Subsequent Postsecondary Institution

25 05 30 **Formal Award Date**

The calendar date or term when the formal award was conferred upon a student. See appendix D, page 117, for standard format for coding calendar date.

Information Items:

– Formal Award Date at Secondary School
– Formal Award Date at Previous Postsecondary Institution
– Formal Award Date at Current Postsecondary Institution
– Formal Award Date at Subsequent Postsecondary Institution

25 06 **ACADEMIC HONORS**

Any distinction conferred upon a student for outstanding academic achievement (e.g., award of Magna Cum Laude or election to Phi Beta Kappa).

Information Items:

– Academic Honors at Secondary School
– Academic Honors at Previous Postsecondary Institution
– Academic Honors at Current Postsecondary Institution
– Academic Honors at Subsequent Postsecondary Institution

26 TERMINATION

Data elements in this section may be used to describe the manner in which a student terminates his/her participation in the instructional program of the institution (i.e., by transferring, completing work, withdrawing, being dismissed, or dying).

26 01 **TYPE OF TERMINATION**

The basis on which the student terminates his/her registration and enrollment at the institution.

26 01 00.01 **Completion of Program** – Terminating enrollment in an institution upon graduating or otherwise fulfilling the requirements for a prescribed program of studies, including completion of a program preparatory to pursuing study at another institution.

.02 **Transfer** – Terminating enrollment in the institution, before completing a program of studies, to continue study at another institution.

.03 **Withdrawal** – Voluntarily terminating enrollment in an institution before completing a program of studies, for reasons other than transferring, dismissal, or death.

.04 **Dismissal** – Being expelled from an institution before completing a program of studies, for disciplinary and/or academic reasons.

.05 **Death** – Terminating enrollment in an institution because of death.

Student's Educational Experience—Continued

26 **TERMINATION–Continued**

26 01 **TYPE OF TERMINATION–Continued**

Information Items:

– Type of Termination from Secondary Institution
– Type of Termination from Previous Postsecondary Institution
– Type of Termination from Current Postsecondary Institution

26 02 **STUDENT STANDING AT TIME OF TERMINATION**

The standing of the student at the time of his/her termination. See also *STUDENT STANDING*, page 45, for definitions of the following categories.

26 02 00.01 **Good Standing**
.02 **Academic Probation**
.03 **Academic Suspension**
.04 **Disciplinary Probation**
.05 **Disciplinary Suspension**
.06 **Leave of Absence**
.09 **Other Standing** (Specify)

Information Item:

– Student Standing at Time of Termination From Current Postsecondary Institution

26 03 **REASON FOR TRANSFER/WITHDRAWAL**

The official reason, if known, for the student's transferring to another educational institution or withdrawing from the institution. See also *TYPE OF TERMINATION* above.

26 03 00.01 **Physical Reason** – Physical illness, physical or sensory disability, pregnancy, or death.

.02 **Academic Reason** – Taking opportunity to accelerate program, completed/achieved educational objective, seeking advanced preparation beyond the program being completed at the current institution (e.g., transferring from a junior college to a university), seeking better career opportunities, academic difficulty, and inappropriate curriculum.

.03 **Social Reason** – Seeking more or different social activities, seeking better opportunities to maximize personal and intellectual development, general dislike of school experience, marriage, and seeking practical work experience.

.04 **Economic (Financial) Reason** – Found employment for which qualified prior to completion of program (the skills required may be related to preparation provided by the institution), need to seek or accept employment which precludes continuing study at this time, need to attend less expensive school, and inability to pay school expenses.

.08 **Reason Unknown (or Not Specified)**

.09 **Other Reason for Transfer/Withdrawal (Specify)** – A reason for transfer/withdrawal which cannot be included in any of the above general categories.

26 03 **REASON FOR TRANSFER/WITHDRAWAL–Continued**

Information Item:

– Reason for Transfer/Withdrawal from Current Postsecondary Institution

26 04 **DATE OF LAST ATTENDANCE**

The year, month, and day on which a student last attended classes. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Date of Last Attendance at Current Postsecondary Institution

26 05 **TERMINATION DATE**

The calendar date or academic term or year on which a student's termination is official and he/she ceases to be registered in the institution. See appendix D, page 117, for the standard format for coding calendar date.

Information Item:

– Termination Date at Current Postsecondary Institution

FIGURE 2C—LIST OF DATA ELEMENTS: STUDENT'S EMPLOYMENT EXPERIENCE

Data Element		Defined on page
31	CIVILIAN EMPLOYMENT EXPERIENCE	63
31 01	CIVILIAN EMPLOYMENT	63
31 01 10	Name of Employer	63
31 01 20	Address of Employer	63
31 01 30	Standard Industrial Classification (SIC) of Employer	63
31 01 40	Work Performed	64
31 01 50	Employment Status	64
31 01 60	Dates of Employment	65
31 01 70	Relationship of Job to Major Field of Study	65
31 01 80	Hours Worked Weekly	65
31 02	EARNINGS RATE	66
31 02 10	Hourly Wage Rate	66
31 02 20	Weekly Earnings Rate	66
31 02 30	Monthly Earnings Rate	66
31 02 40	Other Earnings Rate	66
31 02 80	No Earnings	66
31 02 90	Other Earnings	66

Data Element		Defined on page
32	U.S. MILITARY SERVICE EXPERIENCE	66
32 01	MILITARY SERVICE	66
32 01 10	Branch of Military Service	67
32 01 20	Military Status	67
32 01 30	Military Identification Number	67
32 01 41	Student's Primary Military Specialty Number and Title	67
32 01 42	Student's Additional Military Specialty Number and Title	68
32 01 50	Education-Related Military Experiences	68
32 01 61	Date Entered Active Duty	68
32 01 62	Date Released From Active Duty	68
32 01 70	Rank at Separation	69
32 01 80	Veteran's Status	69
32 01 90	Participation in Veterans' Educational Benefits	69

The inclusion of a data element does *not* imply that data must be collected for the data element. Factors such as the nature and specificity of information needs, availability of data, and confidentiality of student data should be considered in determining whether, when, and how to collect data.

3 Student's Employment Experience

This major division of the classification consists of two subdivisions, Civilian Employment Experience and Military Service Experience. Data elements within these subdivisions are combined with the time-frame qualifiers to form information items which are concerned with a student's employment and military service experiences. Refer to appendix A, pages 100-102 for a tabular presentation of information items formed by combining the data elements in this division with time-frame qualifiers.

31 CIVILIAN EMPLOYMENT EXPERIENCE

Data elements in this section, when combined with the time-frame qualifiers "previous," "current," and "subsequent," form information items which can be used to describe a student's employment experiences, including work performed by the student outside the institution (whether during regular terms or during vacation) and any participation in the institution's College Work-Study Program. In addition, information items formed from these terms may be used to describe the student's or applicant's employment before entering the institution and the student's (alumnus'/alumna's) employment following his/her education training.

31 01 CIVILIAN EMPLOYMENT

Work performed for which a person receives a wage, salary, fee, profit, services, or other benefits.

31 01 10 Name of Employer

The name of the organization or individual employing a person.

Information Items:

– Name of Previous Employer
– Name of Current Employer
– Name of Subsequent Employer

31 01 20 Address of Employer

The address of a person's employer. See also *ADDRESS*, page 22.

Information Items:

– Address of Previous Employer
– Address of Current Employer
– Address of Subsequent Employer

31 01 30 Standard Industrial Classification (SIC) of Employer

An indication of the principal type of industrial activity in which a person's employer is engaged. *Standard Industrial Classification (SIC) Codes*[29] categorizes industries in the following general groupings. If further detail is required, it is recommended that the detailed classifications of the publication be utilized.

---

[29]National Bureau of Standards, *Standard Industrial Classification (SIC) Codes*, Federal Information Processing Standards (FIPS), Publication No. 66. (Washington, D.C.: National Bureau of Standards, U.S. Department of Commerce, 1979.)

Student's Employment Experience—Continued

31 CIVILIAN EMPLOYMENT EXPERIENCE—Continued

31 01 CIVILIAN EMPLOYMENT—Continued

31 01 30 **Standard Industrial Classification (SIC) of Employer—Continued**

.01 **Agriculture, Forestry, and Fishing**
.02 **Mining**
.03 **Construction**
.04 **Manufacturing**
.05 **Transportation and Public Utilities**
.06 **Wholesale Trade**
.07 **Retail Trade**
.08 **Finance, Insurance, and Real Estate**
.09 **Service**
.10 **Public Administration**
.11 **Nonclassifiable Establishments**

Information Items:

– Standard Industry Classification of Previous Employer
– Standard Industry Classification of Current Employer
– Standard Industry Classification of Subsequent Employer

31 01 40 **Work Performed**

The nature of the principal work performed by a person. The multiple-choice response categories under *Occupation Category*, page 17, can be used to indicate the nature of work performed.

Information Items:

– Previous Work Performed
– Current Work Performed
– Subsequent Work Performed

31 01 50 **Employment Status**

The amount of time worked by a person based on the number of hours worked per week and consecutive months of employment.

.10 **Employed** – A person who works as a paid employee; who works in his/her own business, profession, or farm; or who works 15 hours or more per week as an unpaid worker in a family business.

.11 ***Full-Time Regular Employment*** – Employment which has occurred and/or is expected to continue for a period of 6 months or more and for no fewer than 35 hours per week.

.12 ***Part-Time Regular Employment*** – Employment which has occurred and/or is expected to continue for a period of 6 months or more and for fewer than 35 hours per week.

31 01 50.10 **Employed–Continued**

31 01 50 .13 ***Full-Time Temporary Employment*** – Employment which has occurred and/or is expected to continue over a period shorter than 6 months and for at least 35 hours per week.

.14 ***Part-Time Temporary Employment*** – Employment which has occurred and/or is expected to continue over a period shorter than 6 months and for fewer than 35 hours per week.

.20 **Unemployed** – A person who is not working but is seeking work.

.30 **Not in Labor Force** – A civilian, 16 years of age or older, who is not classified as employed or unemployed.

Information Items:

– Previous Employment Status
– Current Employment Status
– Subsequent Employment Status

31 01 60 **Dates of Employment**

The two calendar dates defining the length of a person's continuous employment by a single employer. For ongoing employment, the second date will not be entered until the employment is terminated. See appendix D, page 117, for the standard format for coding calendar date.

Information Items:

– Dates of Previous Employment
– Dates of Current Employment
– Dates of Subsequent Employment

31 01 70 **Relationship of Job to Major Field of Study**

An indication of the relationship between the student's occupation and his/her major field of study. See also *MAJOR FIELD OF STUDY*, page 49.

.01 **Related Work** – Skills and competencies required for obtaining and maintaining the job have been derived substantially from the major field of study.

.02 **Unrelated Work** – Skills and competencies required for obtaining and maintaining the job have not been substantially derived from the major field of study.

.03 **No Determination Made**

Information Items:

– Relationship of Previous Job to Major Field of Study
– Relationship of Current Job to Major Field of Study
– Relationship of Subsequent Job to Major Field of Study

31 01 80 **Hours Worked Weekly**

The average number of hours worked per week by a person

Information Item:

–Hours Currently Worked Weekly

Student's Employment Experience—Continued

31 CIVILIAN EMPLOYMENT EXPERIENCE–Continued

31 02 EARNINGS RATE

The rate at which a person is paid by his/her employer, or the amount earned for specific work. This rate may be expressed as the gross dollar amount earned on an hourly, weekly, monthly, semester, annual, or other basis. See *EARNINGS* on page 26 for the definition of earnings.

31 02 10 Hourly Wage Rate

The gross dollar amount earned by a person on an hourly basis, as opposed to a fixed salary income.

31 02 20 Weekly Earnings Rate

The gross dollar amount earned by a person on a weekly basis.

31 02 30 Monthly Earnings Rate

The gross dollar amount earned by a person on a monthly basis.

31 02 40 Other Earnings Rate

The gross dollar amount earned by a person on a basis other than an hourly, weekly, or monthly rate (e.g., a biweekly, semester, or annual basis). The amount and basis should be specified.

31 02 80 No Earnings

No cash income, goods, or services received (as in the case for volunteer work or for work performed entirely for the benefit of experience).

31 02 90 Other Earnings

The gross dollar amount earned for completing a specific job, or the dollar value of services and/or goods received on a regular basis in lieu of wages (e.g., meals or lodging). The dollar amount (or value) and basis should be specified.

Information Items:

– Current Earnings Rate
– Subsequent Earnings Rate

32 U.S. MILITARY SERVICE EXPERIENCE

Data elements in this section, when combined with the qualifiers "previous," "current," and "subsequent," form information items which may be used to describe a student's U.S. military service experience, including the branch of service and dates of service membership. Any specialized training with civilian application and/or postsecondary education received by the student while in the military service can be described by using the appropriate terms and qualifiers included under *STUDENT'S EDUCATIONAL EXPERIENCE*, pages 32 to 61.

32 01 MILITARY SERVICE

Military service is included as a subdivision of student's employment experience because it can be described as an occupation. A section on Military Service separate from that of other

32 01 **MILITARY SERVICE—Continued**

employment has been included because of the unique vocabulary required to describe it, and because these terms, in combination with qualifiers, are used in determining a person's eligibility for certain government benefits.

32 01 10 **Branch of Military Service**

.01 Army
.02 Navy
.03 Marine Corps
.04 Air Force
.05 Coast Guard

Information Items:

– Branch of Previous Military Service
– Branch of Current Military Service
– Branch of Subsequent Military Service

32 01 20 **Military Status**

Status of a person with respect to his/her participation in military service.

.10 Active Duty
.20 Reserve or National Guard Component
.21 *Active*
.22 *Inactive*
.30 Retired (includes Fleet Reserve)
.40 Discharged
.50 Never Served

Information Items:

– Previous Military Status
– Current Military Status
– Subsequent Military Status

32 01 30 **Military Identification Number**

A unique number, if other than the Social Security number, used by the Armed Forces to identify each of its members.

Information Items:

– Previous Military Identification Number
– Current Military Identification Number

32 01 41 **Student's Primary Military Specialty Number and Title**

The numeric or alphanumeric code used by a military service to identify the military occupational skills in which an individual is predominantly qualified. Each service uses a different term or code. For example, in the Army and Marine Corps, it is the MOS (Military Occupation Specialty); in the Navy, the Rating/NEC (Navy Enlisted Classification); in the Air Force, the AFSC (Air Force Specialty Code); in the Coast Guard, the Rating. (When needed, indicate the number and title in effect at the time of discharge.)

Student's Employment Experience—Continued

32 U.S. MILITARY SERVICE EXPERIENCE—Continued

32 01 MILITARY SERVICE—Continued

32 01 41 Student's Primary Military Specialty Number and Title—Continued

Information Items:

– Student's Previous Primary Specialty Number and Title
– Student's Current Primary Specialty Number and Title
– Student's Subsequent Primary Specialty Number and Title

32 01 42 Student's Additional Military Specialty Number and Title

The numeric or alphanumeric code(s) used by a military service to identify an additional military occupational skill in which an individual is qualified. Each service uses a different term or code. For example, in the Army and Marine Corps, it is the MOS (Military Occupation Specialty); in the Navy, the Rating/NEC (Navy Enlisted Classification); in the Air Force, the AFSC (Air Force Specialty Code); in the Coast Guard, the Rating.

Information Items:

– Student's Previous Additional Military Specialty Number and Title
– Student's Current Additional Military Specialty Number and Title
– Student's Subsequent Additional Military Specialty Number and Title

32 01 50 Education-Related Military Experiences

Military experiences having particular significance in relation to the person's subsequent education.[30]

32 01 61 Date Entered Active Duty

The year, month, and day on which a person entered active duty in the Armed Forces. See appendix D, page 117, for the standard format for coding calendar date.

Information Items:

– Date Entered Previous Active Duty
– Date Entered Current Active Duty
– Date Entered Subsequent Active Duty

32 01 62 Date Released From Active Duty

The year, month, and day on which a person was released from the Armed Forces. See appendix D, page 117, for the standard format for coding calendar date.

---

[30]The nature of many military-related experiences may be derived from *Guide to Educational Experiences in the Armed Forces*, a document prepared by the Office on Educational Credit (OEC) of the American Council on Education, 1 Dupont Circle, Washington, D.C. 20036. This *Guide* contains (1) credit recommendations for formal courses offered by the Department of Defense and the branches of the Armed Services and (2) recommendations for educational credit and advanced standing in apprentice training programs for the skills, competencies, and knowledge demonstrated by proficiency in enlisted military occupational specialties (MOS's). The *Guide* is designed to assist in the academic advising of students and in placing persons in apprentice training programs and jobs. Similar information for Air Force technical programs may be derived from the General Catalog of the Community College of the Air Force, Lackland Air Force Base, Texas 78236.

32 01 62 **Date Released From Active Duty—Continued**

Information Items:

– Date Released From Previous Active Duty
– Date Released From Subsequent Active Duty

32 01 70 **Rank at Separation**

The military rank of a person at the time of his/her separation from the Armed Forces.

.01 **Enlisted Person** – A person with a grade corresponding to E1 through E9.
.02 **Warrant Officer** – A person with a grade corresponding to W1 through W4.
.03 **Commissioned Officer** – A person with a grade corresponding to O1 through O10.

Information Items:

– Rank at Previous Separation
– Rank at Subsequent Separation

32 01 80 **Veteran's Status**

The student's status as a veteran or nonveteran. A veteran is a person who served on active duty as a member of the Armed Forces of the United States and was discharged or released therefrom under conditions other than dishonorable. National Guard personnel and reservists called to active duty for civil disturbances, disasters, or training for a limited period are not considered veterans under this definition. A person who has been an active duty member of the Armed Forces for more than 180 days may be eligible for some veterans' educational benefits. (See also item 32 01 20 on page 67.)

.01 **An Active Duty Member of the Armed Forces**
.02 **A Veteran** (other than an active duty member of the Armed Forces)
.03 **A Nonveteran**

Information Item:

– Current Veteran's Status

32 01 90 **Participation in Veterans' Educational Benefits**

An indication as to whether or not the student is receiving educational benefits from the Veterans Administration.

.01 **Receiving Veterans' Educational Benefits**
.02 **Not Receiving Veterans' Educational Benefits**

Information Item:

– Current Participation in Veterans' Educational Benefits

Chapter 3

DATA MANAGEMENT AND CONFIDENTIALITY OF POSTSECONDARY STUDENT DATA

This chapter presents general technical principles and procedures for safeguarding the confidentiality of student data. As of this writing, these procedures are consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974; in the following discussion each term or principle clearly related to FERPA and to related Federal regulations is so identified.[1] Moreover, officials of educational agencies are advised to keep in mind that the provisions of the Act and applicable regulations upon which much of the content of this chapter is based are subject to change, as legislation and governmental regulations are amended and/or approved.

It is beyond the scope of this chapter to address the more controversial aspects of the confidentiality issues as contained in existing Federal laws and regulations, principally in the Family Educational Rights and Privacy Act. Persons with specific questions should consult the legislation, official government regulations, the Department of Education FERPA Office, and/or legal counsel, as appropriate.

CONCERNS ABOUT CONFIDENTIALITY

Data about postsecondary students are systematically collected, recorded, processed, and disseminated for a wide variety of uses. Student information systems contain records of the characteristics, activities, and performance of students. Electronic data processing has provided the technology necessary to amass and process data to improve policy and administrative decisions.

Concerns arise, however, as to what student data are necessary and ought to be collected to assist managers and faculty, and to support the personal and academic development of the student. Given the sensitive nature of some student data (e.g., racial/ethnic group, family background, and income), additional concerns have been expressed as to the accuracy of the data in student records, the possible use of these data for purposes other than those for which they were originally collected, and their accessibility to individuals without a legitimate "need-to-know."

Thus, the availability of student records collected by postsecondary educational institutions has the potential to pose a significant conflict between legitimate

[1] Section 438 of the General Education Provisions Act (GEPA), as added by Section 513 of P.L. 93-380, as amended by P.L. 93-568. The Family Education Rights and Privacy Act of 1974—known as "The Buckley Amendment"—governs the management of students' education records by educational institutions and agencies which receive funds under programs administered by the Commissioner of Education.

The Act grants to eligible students and to students' parents access to certain education records, as provided by statute; generally limits the transferability of student records to third parties without the prior written consent of the eligible student or the parent; and gives to students and to their parents the opportunity to challenge the accuracy of information in these records, and to insert a written explanation of a challenge into their files regarding the content of the students' records.

As prescribed by FERPA, all rights accorded to or consent required of the parents are transferred to the eligible student, that is, a student who becomes 18 years old or who attends a postsecondary educational institution. Accordingly, in the postsecondary education context of this handbook, reference in this chapter is generally made to the (eligible) student(s), rather than to the parent(s) of the students(s). See parts I and II of appendix J for the complete texts of the Act and the applicable Federal regulations, 45 C.F.R. Part 99, respectively.

information requirements and the student's right to privacy. In attempting to balance the desire for individual privacy with governmental and/or institutional information requirements, administrators have focused their attention on the issues of confidentiality and security of student data.

In 1973, as the result of a study conducted by the Secretary's Advisory Committee on Automated Personal Data Systems,[2] it was recognized that such systems pose a potential threat to an individual's right to privacy. The Committee, noting that the individual and the record-keeping organization have a mutual interest in the use of data records for specific purposes, offered the following concept regarding personal privacy:

> An individual's personal privacy is directly affected by the kind of disclosure and use of identifiable information about him in a record. A record containing information about an individual in identifiable form must, therefore, be governed by procedures that afford the individual a right to participate in deciding what the content of the record will be, and what disclosure and use will be made of the identifiable information in it. Any recording, disclosure, and use of identifiable personal information not governed by such procedures must be described as unfair information practice unless such recording, disclosure, or use is specifically authorized by law.[3]

Although this concept of personal privacy does not suggest a method for determining which data can be recorded and used, it does establish the individual's right to participate in any deliberations concerning the recording and use of identifiable personal data.

To provide safeguards for personal privacy as formulated above, the Committee recommended adherence to the following five fundamental principles for both administrative personal data systems and statistical-reporting and research systems:

- There must be *no* personal data recordkeeping systems whose very existence is secret.
- There must be a way for an individual to find out what information about him is in a record and how it is used.
- There must be a way for an individual to prevent information which was obtained about him for one purpose from being used or made available for other purposes without his consent.
- There must be a way for an individual to correct or amend a record of identifiable information about him.
- Any organization creating, maintaining, using, or disseminating records of identifiable personal data must ensure the reliability of the data for their intended use and must take reasonable precautions to prevent misuse of the data.[4]

The remainder of this chapter is devoted to guidelines and procedures for safeguarding student education records[5]—procedures based upon the five basic rules just cited and reflecting the provisions of the Family Educational Rights and Privacy Act of 1974 and the applicable Federal regulations.

---

[2]See U.S. Department of Health, Education, and Welfare, *Records Computers and the Rights of Citizens: Report of the Secretary's Advisory Committee on Automated Personal Data Systems* (Washington, D.C.: U.S. Government Printing Office, July 1973).

[3]Ibid., pp. 40-41.

[4]Loc. cit.

[5]As excerpted from 45 C.F.R. 99.3 (1979), a student's education records means: those records which (1) are directly related to a student, and (2) are maintained by an educational agency or institution or by a person acting for such agency or institution. The term does not include:

1. Records of instructional, supervisory, administrative, and educational personnel which are in the sole possession of the maker and which are not accessible to or revealed to any other individual except a substitute, as permitted by the regulations.
2. Records of a law enforcement unit of an educational agency or institution which are maintained apart from the student's education records, are maintained solely for law enforcement purposes, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction.
3. Records which relate to an individual who is employed by an educational agency or institution and which (1) are made and maintained in the course of business; (2) relate exclusively to the individual in that individual's capacity as an employee; and (3) are not available for use for any other purpose. This paragraph does not apply to records relating to an individual in attendance at the educational institution or agency who is employed as a result of his or her status as a student—that is, the student's employment records are considered to be part of that person's education record.
4. Records which relate to a student who has attained 18 years of age or is attending a postsecondary educational institution, and which are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional or paraprofessional role, or assisting in that capacity; created, maintained, or used only in connection with the provision of treatment to the student; and not disclosed to anyone other than individuals providing the treatment, unless the records can be personally reviewed by a physician or other appropriate professional of the student's choice. Moreover, treatment does not include remedial educational activities or activities which are part of the program of instruction at the educational agency or institution.
5. Records of an educational agency or institution which contain only information relating to a person after that person was no longer a student at the educational agency or institution.

GUIDELINES FOR CREATION OF STUDENT RECORDS AND COLLECTION OF DATA

Of primary importance in developing student records and in safeguarding their confidentiality is the determination, through appropriate information management practices, that the items of information collected and maintained are both accurate and necessary to the proper functioning of the institution and/or the personal and academic growth of the student. Assuring the accuracy of data reduces the possibility that the legitimate use of those data will lead to erroneous or invalid conclusions. Ascertaining the necessity of data reduces the amount of information and therefore the likelihood of errors, improper uses, and breakdowns in information security. Thus, the information to be collected and maintained should have a "declared, clear, and justifiable purpose related to the education of the student."[6]

Individual postsecondary educational institutions should respect this purpose by establishing guidelines for the development and maintenance of student records, in accordance with applicable laws and governmental regulations.[7] In keeping with well-defined procedures developed and adopted by the institution, items in each student's record should be carefully chosen and just as carefully collected.

In general, institutions should:[8]

SELECT	EXCLUDE
– *only* information which can assist the student with academic, personal, and occupational decisions.	– information judged irrelevant to the student's welfare.
– information of permanent or semipermanent value.	– inaccurate information.
– information required by State or Federal law.	– information of temporary value.
	– information which will not be used or is no longer needed.

[6]Russell Sage Foundation, *Student Records in Higher Education* (New York: Russell Sage Foundation, 1972), p. 5.

[7]See Russell Sage Foundation, pp. 5-18, for a suggested procedure designed to ensure the proper selection of student information items.

[8]John F. Putnam, *Student/Pupil Accounting: Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education.* State Educational Records and Report Series: Handbook V, Revised, 1974, U.S. Department of Health, Education, and Welfare, National Center for Education Statistics (Washington, D.C.: U.S. Government Printing Office, 1974), p. 9. This chart summarizes some rules which may be useful for selecting and excluding student record items. These rules are not mutually exclusive nor are they limited to concerns for FERPA.

GUIDELINES FOR MAINTAINING ACCURATE AND RELEVANT STUDENT EDUCATION RECORDS

The objective of maintaining records which are necessary and correct and which protect student privacy can be achieved through the formulation and implementation of policies and procedures—as required by Federal regulations—which:

1. Provide that students be (a) notified annually of their rights under FERPA, and (b) apprised as to where copies of the policy relative to FERPA may be obtained.[9]
2. Permit students to inspect and review their own education records; and provide a statement of the procedure to be followed by students to make such a request, a listing of the types and location(s) of education records maintained by the institution, the titles and addresses of the officials responsible for those records, and the price of copies.[10] This right to inspection also includes the requirement that the institution comply with the student's review request within 45 days, respond to requests for explanations and interpretations of these records, and provide copies of the records where failing to do so would effectively prevent a student from exercising the right to inspect and review his/her education records.[11]
3. Restrict disclosure of personally identifiable information from the education records of a student without his/her prior written consent, except as otherwise permitted by statute (see pages 74 to 76 for a discussion of disclosure).[12]

[9]45 C.F.R.99.5(a)(1979) and 45 C.F.R.99.6(1979).

[10]45 C.F.R.99.5(a)2(1979) and 45 C.F.R.99.11(1976). In addition to the exceptions to education records cited in Section 99.3 of the Federal regulations, (see page 72, footnote 5), 45 C.F.R.99.12(1979) of Subpart B lists the following exemptions to a student's right of access at the postsecondary level: (1) their parents' financial files; (2) confidential letters and statements of recommendation filed in a student's education records prior to January 1, 1975, if these items were solicited with written assurance of confidentiality or retained with such an understanding; and (3) confidential letters and statements of recommendation filed in a student's education records after January 1, 1975, relative to admission to an educational institution, an application for employment, or the receipt of an honor or honorary recognition, if the student has voluntarily waived his/her right to see these particular records.

[11]45 C.F.R.99.11(1976).

[12]45 C.F.R.99.5(a)(3). The definition of the term "personally identifiable" appears in Section 99.3 of the regulations. Permissible and mandatory disclosures without prior written consent of the student are listed in 45 C.F.R. subpart D of Part 99, sections 99.31 through 99.37 and in FERPA, section 438(b)(1).

4. Usually require that a record be kept of disclosures made from the education records of a student, and permit the student to review this record (refer to pages 75 and 76 for a discussion of this topic),[13] and
5. Allow students to challenge the contents and seek correction of their education records through a request to amend them to the institution maintaining the records, or through a hearing to challenge their contents.[14] Such a student request must be acted on by the institution within a reasonable period of time following the receipt of the request.[15] Federal regulations require that if the institution decides not to amend a student's education record based upon his or her request, the institution must inform the student of such a refusal and of the student's right to a hearing.[16]

An institution must permit a student-requested hearing to ensure that the information in the student's education record is not inaccurate, misleading, or otherwise in violation of his or her privacy or other rights.[17] However, a hearing may not be requested to contest the assignment of a grade (or mark) given a student's performance in a course. Nevertheless, a student may request a hearing to challenge whether a grade was improperly recorded in the education record.[18] The hearing must be scheduled and held within a reasonable period of time after the request has been made, and the student must be advised of the date, place, and time of the hearing.[19] The officer assigned to conduct the hearing must be one who has no direct interest in its outcome. At the hearing, the student must have the opportunity to present evidence, and may be assisted or represented by individuals of his or her choice. Evidence in support of the challenged data in the student's education records may be presented by the institution. Finally, a decision, based solely on the evidence presented at the hearing, including a summary of the evidence and the reasons for the decision, shall be provided in writing by the institution. The decision must be made within a reasonable period of time after the hearing is concluded.

If the decision sustains the student's contention that the information is faulty, the institution shall amend the student's record and inform the student in writing. If the decision is unfavorable to the student (i.e., the information is judged accurate), the student shall have the right to place a statement into his or her records commenting upon the information in the record and/or indicating any objections to the institution's decision. The student's statement shall be maintained as part of the student's record until such time as the contested information is removed, and shall be disclosed if and when the contested data are disclosed.[20]

Thus, if policies and procedures leading to the maintenance of accurate and relevant student records are to be carried out successfully, students must know what records are maintained by the institution, the titles and addresses of the persons responsible for them, and where the records are located. Moreover, students' rights relative to the inspection and review of their education records must be established and the students must be fully informed of their rights, and of procedures they must follow to challenge and request correction of these records.

GUIDELINES FOR THE DISCLOSURE OF STUDENT EDUCATION RECORDS[21]

As prescribed by Federal law, a postsecondary educational institution must grant to students and to former students at their request, access to their education records.[22] Excluded from this category are applicants for admission who were not admitted, or, if

[13] 45 C.F.R.99.32(1979).
[14] 45 C.F.R.99.5(a)(5) and 45 C.F.R. subpart C of Part 99.
[15] 45 C.F.R.99.20(b)(1979).
[16] 45 C.F.R.99.20(b) and (c).
[17] 45 C.F.R.99.21(a)(1979).
[18] 41 C.F.R.24666(June 17, 1979).
[19] The requirements for a hearing, as discussed on this page and on page 144, are given in 45 C.F.R.99.21 and 99.22.
[20] The hearing requirements stated in this paragraph are given in 45 C.F.R.99.21(1979).
[21] This section is based upon FERPA and 45 C.F.R. subpart D of Part 99. The definition of the term "education record" appears in the footnote on page 72. Also see appendix J, page 138.
[22] Excluded from the student's right to access are those materials defined as other than education records, as well as certain education records, maintained at the postsecondary educational level, to which access by a student is not required. Refer to pages 75, 76, and appendix J for discussion of these limitations and exclusions.

admitted, who did not attend the institution.[23] Generally, for requests of other parties, the prior written consent of the student is required before a postsecondary education institution or agency may disclose a student's education record or personally identifiable information contained therein.[24] The written consent obtained from the student must be signed and dated by the student giving consent, specifying the education records to be disclosed, indicating the purpose or purposes of the disclosure, and stating the party or class of parties to whom the disclosure may be made.[25]

Exceptions to the prior written consent requirement stated in the previous discussion include—in addition to mandatory disclosure by the education agency or institution to the student who requests access to his or her own education records—release of information classified as directory information. An education institution or agency has some discretion in deciding what items to categorize as directory information. According to Federal regulations, the educational institution or agency may include as directory information such information items as the student's name, address, telephone number, birthdate and birthplace, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, previous educational agency or institution most recently attended, and other similar information. (This list is illustrative and is not intended to be exhaustive.)[26] Directory information may be released without the prior written consent of the student, if the educational institution or agency gives public notice of the information items it has designated as directory information, and of the right of a student to refuse to permit the inclusion of any or all of such information items about that student as directory information. Once the student has had a reasonable opportunity to respond to such notice, the educational institution or agency may then release directory information for any student who has not objected to such disclosure.[27] These conditions regarding the disclosure of directory information must be followed only in the case of a student who is in attendance at the educational institution or agency.

Other exceptions to the prior written consent requirement include disclosures to specific parties or for particular purposes, as provided in FERPA and the Federal regulations.[28] These exceptions are summarized below:[29]

1. to school officials within the institution with a legitimate educational interest, as determined by the institution;
2. to officials of other institutions in which a student intends to enroll, as specified by Federal regulations;
3. to certain authorized representatives of the United States or State agencies in connection with the audit and evaluation of Federally supported education programs or in relation to the enforcement of, or in compliance with, the Federal legal requirements associated with these programs.[30]*
4. to certain authorized representatives of the United States or State agencies in connection with purposes other than those for which mandatory disclosure is required;
5. in connection with the application for or receipt of financial aid.
6. in conformance with State statutes, adopted prior to November 19, 1974, that specifically require the release of such information to State and local officials or authorities;*
7. to organizations conducting certain studies for or under the sponsorship of educational agencies or institutions which are being requested to disclose their records for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction;

---

[23] 45 C.F.R.99.3(1979).
[24] 45 C.F.R.99.30(a)(1) and 99.30(a)(2).
[25] 45 C.F.R.99.30(c)(1979).
[26] 45 C.F.R.99.3(1979).
[27] 45 C.F.F.99.37(1979).
[28] 45 C.F.R.99.30(1979) and section 99.37 and 99.31.
[29] 45 C.F.R.99.31(1979) and 99.37(1976). Educational institutions and agencies should consult the Federal regulations for precise conditions under which disclosure may be made to the parties or for other reasons as stated above.

30Authorized representatives to whom disclosure must be made in these circumstances include the Comptroller General of the United States, the Secretary of the Department of Health, Education, and Welfare, the U.S. Commissioner of Education, the Director of the National Institute of Education, the Assistant Secretary for Education, the Administrator of Veterans' Affairs of the U.S. Veterans' Administration, and State educational authorities.

*Note.—The permissible nature of the disclosures contained in this list does not automatically protect an educational institution or agency from any liabilities or penalties that might accrue from noncompliance with a Federal and/or State statute or judicial order or subpoena.

8. to accrediting organizations in order to carry out their accrediting functions;
9. to parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954;
10. in compliance with a judicial order or lawfully issued subpoena, as provided by Federal regulations,* and
11. to appropriate parties in a health or safety emergency, in compliance with legal requirements for designating and releasing such information, as provided by Federal regulations.

FERPA provides that disclosure to an organization, institution, agency, or individual, in accordance with approved institutional procedures, may be made only on the condition that such party will not redisclose these records to any other party without the prior written consent of the student.[31] Officers, employees, and agents of an institution, agency, or organization to which personally identifiable information from the education records of a student has been disclosed may use this information, but only for the specific purpose(s) for which it was initially disclosed. A party obtaining information from a postsecondary education institution or agency without the prior written consent of a student, as permitted by law, may redisclose the information to another party who could obtain this information directly from the institution or agency without the prior written consent of the student, if the initial disclosure (by the institution) was made with the understanding that redisclosure could take place. Evidence of this understanding on the part of the institution making the initial disclosure would be an accounting of such a redisclosure by that institution, kept in accordance with the recordkeeping requirements in the discussion that follows.[32]

A student is generally entitled to know the identity of those parties to whom his or her educational record has been disclosed. Therefore, a written record must be maintained regarding each request for, and each disclosure of, personally identifiable information from the student's education records. Exceptions to this recordkeeping requirement involve those situations in which the request for disclosure or the disclosure itself is for directory information, or is made to the student, to institutional officials having a "legitimate educational interest," or to a party or parties specifically designated in the written consent of the student.[33]

The record of disclosures must be available for inspection by the student and by officials of the institution responsible for the custody of these records.[34] The record of disclosures must include the identity of parties requesting or obtaining access to the student's records, the date and purpose of the request, a citation of the legitimate interest these parties had in requesting or in obtaining the information, the information requested, and the action taken on the request.[35]

SUMMARY

Fundamental to any discussion of confidentiality—and to policy development at local and State levels—are those students' rights that are defined by law. Accordingly, educators are urged to consult and become familiar with those statutes and governmental regulations which pertain to the confidentiality of student records. For example, legislation may:

- require, as does the Family Educational Rights and Privacy Act, policies to ensure confidentiality of student records and to ensure students' rights to inspect and challenge these records;
- require disclosure of records pursuant to legal process;
- protect confidential communication;
- define invasion of privacy;
- define the procedures constituting "consent" (e.g., for releasing a record) and state who may give consent;
- define negligence; and
- limit charitable and governmental immunity (i.e., in some instances educators may not be exempt from prosecution for harm done to students as a result of negligence with respect to infringement on the right of privacy).

If effective action is to be taken in protecting or guaranteeing confidentiality, knowledge of the laws is essential. All data handling procedures must comply with the laws.

To assure that legal requirements are met, and that ethical and moral responsibilities are carried out appropriately and effectively, educational agencies and institutions are expected to establish written policies and

*See note on page 75.

31 45 C.F.R. 99.33(1979).

32 *Ibid.*

33 45 C.F.R.99.32(1979).

34 45 C.F.R.99.32(c)(1979).

35 45 C.F.R.99.32(a)(1979).

guidelines for maintaining the confidentiality of student records. Such policies and guidelines should state principles and procedures for:

- selecting appropriate information items for student records;
- carefully collecting these items;
- using sampling techniques wherever possible for research or statistical purposes rather than obtaining data from student records of all possibly relevant students or institutions;
- maintaining relevant, accurate, and confidential records;
- carefully screening persons who will handle confidential information;
- carefully defining conditions under which access to student records by school personnel is permitted;
- safeguarding data (or restricting access) while those data are in the possession of any contracting organization;
- safeguarding individual student records being transferred to other institutions, State education agencies, and elsewhere;
- safeguarding data tapes being transferred among agencies;
- transferring personal information to an authorized third party only on the condition that this third party not permit any other party ot have access to the information without the written consent of the student, as appropriate;
- concealing the identity of individuals or institutions desiring or entitled to confidentiality, through appropriate procedures for aggregating, encoding, and releasing sensitive data; and
- destroying record data no longer needed.

Major responsibility should be assigned for assuring the effective implementation of policies and procedures designed to maintain the confidentiality of student records. This responsibility might rest with the board of trustees, with a designated official, or with a committee competent to review policies, procedures, and activities involving student records.

The individual or group appointed should be assigned responsibility for ensuring that student data are collected, stored, accessed, used, and discarded in such a way that:

- the rights and welfare of students are adequately protected;
- the potential benefits to students resulting from any particular use of their records outweigh the potential risks; and
- informed consent is obtained from students or parents, by adequate, appropriate, and efficient methods, for including certain data in student records and using them (or releasing them) for specified purposes.

Continuing, constructive communication should be maintained between the responsible official or group and the trustees, administrators, and members of the staff who handle student data. Further, appropriate and informative records should be maintained for the designated official or group to use when reviewing policies and procedures or when examining documentation of informed consent or other documentation that may pertain to the collection, use, and release of student records. All activities of the responsible parties should be conducted with objectivity, and in such a manner as to ensure the exercise of unbiased judgment by participants.

Finally, an education agency or institution should periodically reassure itself, through appropriate continuing review, that the policies and procedures designed for protecting the rights of its students are being effectively applied.

Appendix A

INFORMATION ITEM TABLES

This appendix is a reference guide to information items listed for each data element in chapter 2. The information items are presented in tabular format and follow the same classification sequence used in chapter 2.

Appropriate qualifiers and data elements are shown in the tables as column and row titles, respectively. An information item formed from a particular data element and qualifier is listed in the table under the appropriate qualifier and opposite the constituent data element.

The general description or definition of an information item, a data element, and a qualifier is provided in chapter 2, page 8. The definition of a particular information item can be constructed by referring to the definitions of the component data element and qualifier.[1]

The tabular presentation of information items organized by classification divisions shows (1) the full scope of information items, data elements, and qualifiers in the handbook; (2) the multiple uses of a data element as a component of information items; and (3) the relationship between classification divisions and corresponding data elements, qualifiers, and information items. This presentation may facilitate the location and interpretation of items by users of postsecondary student data.

[1]The applicability of such derived definitions has been tested for only the information items shown in chapter 2.

I. DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS

This major information category consists of the following subcategories:

- Personal Identification and Characteristics, p. 12
- Residence, p. 22
- Educational/Occupational Aspirations, p. 24
- Financial Information, p. 26.

Information items in these respective subcategories may be used to identify an individual student and describe the student's socioeconomic background, including family and residence information, the student's educational and occupational aspirations, and aspects of his/her financial situation.

FIGURE A-1.—DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS

I. PERSONAL IDENTIFICATION AND CHARACTERISTICS

Items of information in this Section may be used to identify an individual—e.g., a student, the student's parents, and the student's spouse—and to describe various personal characteristics of these individuals, including their socioeconomic background and family situtation.

Data Element / Qualifier	Defined on Page	Student	Female Parent	Male Parent	Parents	Spouse
1. Name	12					
a. Legal Name	12	Student's Legal Name	Female Parent's Legal Name*	Male Parent's Legal Name*		Spouse's Legal Name*
b. Any Other Name	12	Any Other Name of the Student				
2. Birthdate	12	Student's Birthdate				
3. Birthplace	13	Student's Birthplace				
4. Date of Death	13	Date of Student's Death	Date of Female Parent's Death*	Date of Male Parent's Death*		
5. Racial/Ethnic Group	13	Student's Racial/Ethnic Group				
6. Sex	13	Student's Sex				
7. Country of Citizenship	14	Student's Country of Citizenship				
8. Citizenship Status	14	Student's Citizenship Status				
9. Social Security Number	15	Student's Social Security Number	Female Parent's Social Security Number	Male Parent's Social Security Number		Spouse's Social Security Number

*These information items are applicable to student financial aid applicants or recipients and their families, and are required for financial aid determinations.

FIGURE A-1.—DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS—Continued

I. PERSONAL IDENTIFICATION AND CHARACTERISTICS–Continued

Data Element \ Qualifier	Defined on Page	Student	Female Parent	Male Parent	Parents	Spouse
10. Student Identification Number	15	Student's Identification Number				Spouse's Student Identification Number (if in the same institution)
11. Relationship to Student	15		Female Parent's Relationship to Student	Male Parent's Relationship to Student		
12. Highest Level of Education Completed	16	Student's Highest Level of Education Completed	Female Parent's Highest Level of Education Completed	Male Parent's Highest Level of Education Completed		
13. Occupation Category	17	Student's Occupation Category	Female Parent's Occupation Category	Male Parent's Occupation Category		Spouses Occupation Category
14. Professional Certification/Licensure(s)	17	Student's Professional Certification/ Licensure(s)				
15. Proficiency with English	17	Student's Proficiency with English				
16. Primary Language	18	Student's Primary Language				
17. Other Language in which Proficient	18	Other Language in which Student is Proficient				
18. Marital Status	18	Student's Marital Status*	Female Parent's Marital Status*	Male Parent's Marital Status*		

*These information items are applicable to student financial aid applicants or recipients and their families, and are required for financial aid determinations.

Data Element \ Qualifier	Defined on Page	Student	Female Parent	Male Parent	Parents	Spouse
19. Dependency Status	19	Student's Dependency Status*				
a. Number of Dependents	19	Number of Student's Dependents*			Number of Parents' Dependents*	
b. Number of Dependents in Postsecondary Education Institutions	20	Number of Student's Dependents in Postsecondary Education Institutions*			Number of Parents' Dependents in Postsecondary Education Institutions*	
20. Handicap Category	20	Student's Handicap Category				
a. Visually Handicapped	20					
b. Hearing Handicapped	21					
c. Deaf-Blind	21					
d. Orthopedically Handicapped	21					
e. Other Health Handicapped	21					
f. Speech Handicapped	21					
g. Mentally Handicapped	22					
h. Multihandicapped	22					
21. Special Assistance Needs	22	Student's Special Assistance Needs				

*These information items are applicable to student financial aid applicants or recipients and their families, and are required for financial aid determinations.

FIGURE A-1—DEMOGRAPHIC AND BIOGRAPHICAL CHARACTERISTICS

II. RESIDENCE

Items of information in this section may be used to identify the location of the residence of an individual, describe the type of housing in which a student lives, and provide information concerning the legal residence of the student.

Data Element \ Qualifier	Defined on Page	Student	Female Parent	Male Parent	Parents	Spouse
1. Address	22					
a. Permanent Address	22	Student's Permanent Address			Parent's Permanent Address	
b. Legal Address	23	Student's Legal Address			Parents' Legal Address	
c. Local Address	23	Student's Local Address				
2. Type of Housing	23	Student's Type of Housing				
3. Residency Status	23	Student's Residency Status[1]				
4. Distance Between Local Address and Postsecondary Institution	24	Distance Between Student's Local Address and Postsecondary Institution				

[1] If the student is a minor, the student's residency status is that of his parents.

95

Mr. Thomas W. Gerovac
Outreach Counselor
Wisconsin Indianhead VTAE District
Shell Lake, Wis.

Dr. Warren Gulko
Vice President
University of Massachusetts
Amherst, Mass.

Mr. J. A. Harris
Director
Pickens Area Vocational-Technical School
Jasper, Ga.

Mr. Dana R. Hart
Executive Secretary
Association of Independent Colleges and Schools
Washington, D.C.

Dr. Arthur A. Hitchcock
Chairman, Department of Counselling and Personnel Services
University of New York at Albany
Albany, N.Y.

Dr. James M. Horner
Vice President and Provost
Illinois State University
Normal, Ill.

Mr. Gary Larsen
Association of Community and Junior Colleges
Sacramento, Calif.

Mrs. Gene S. Miller
Director of Student Aid
Pasadena City College
Sierra Madre, Calif.

Mrs. Eleanor Morris
Director of Student Aid
University of North Carolina
Greensboro, N.C.

Dr. Joseph T. Nerden
Center for Occupational Education
School of Education
North Carolina State University
Raleigh, N.C.

Dr. William Odom
Bureau Chief
Bureau of Research and Information Systems
Florida State Department of Education
Tallahassee, Fla.

Dr. Milton W. Philips
Director of Public Services and Continuing Education
Tennessee State Board of Regents
Nashville, Tenn.

Dr. Robert Shaffner
Chairman, Department of Higher Education
Indiana University
Bloomington, Ind.

Dr. Byrl R. Shoemaker
State Director of Vocational Education
Columbus, Ohio

Dr. James D. Tschechelin
Research and Management Information Specialist
Maryland State Board for Community Colleges
Annapolis, Md.

Dr. Elmer Wagner
Dean of Records and Institutional Research
University of the Pacific
Stockton, Calif.

Dr. John J. Wittich
President
MacMurray College
Jacksonville, Ill.

Dr. John E. Worthen
Vice President for Student Affairs and Administration
University of Delaware
Newark, Del.

GENERAL REVIEW PANEL

Members of this broad-based group received an early edition of the handbook and were included in the project's Field Review.

Dr. William Adrion
Department Director
Colorado Commission on Higher Education
Denver, Colo.

Dr. Duane L. Anderson
Director, Admissions and Records
California State University-Sacramento
Sacramento, Calif.

Mr. Solomon Arbeiter
Executive Associate
College Entrance Examination Board
New York, N.Y.

Dr. Bill Baley
Associate State Superintendent
Iowa Department of Public Instruction
Des Moines, Iowa

Dr. Kenneth Barnes
Department of Budget and Fiscal Planning
Annapolis, Md.

Mr. Edwin Beach
Chief, Budget Division
California Department of Finance
Sacramento, Calif.

Dr. Fred K. Bellott
Director, Educational Research
Memphis State University
Memphis, Tenn.

Dr. John L. Blackburn
Vice Chancellor
University of Denver
Denver, Colo.

Mr. Channing Briggs
Controller, National Association of Student Personnel Administrators Central Office
Portland State University
Portland, Oreg.

Dr. Charles W. Brim
Associate Director, Research and Personnel
Illinois Board of Regents
Springfield, Ill.

Ms. Molly Broad
Director Institutional Research
Syracuse University
Syracuse, N.Y.

Mr. Leonard Brush
Director of Information Systems
Pennsylvania State University
University Park, Pa.

Dr. Bruce A. Bursack
Director, Student Information Systems
Ohio State University
Columbus, Ohio

Dr. N. K. Chang
Vice President, Research and Development
Community College of Denver
Denver, Colo.

Dr. Charles R. Coble, Jr.
Assistant Vice President for Planning
University of North Carolina
Chapel Hill, N.C.

Mr. Robert L. Craig
Director of Communications
American Society for Training and Development
Madison, Wis.

Dr. Horace Crandell
Higher Education Specialist
California Postsecondary Education Commission
Sacramento, Calif.

Mr. John C. Crowley
Executive Secretary
Association of American Universities
Washington, D.C.

Dr. Lewis R. Crum
U.S. Office of Education
Denver, Colo.

Dr. Kenneth C. Curtis
Dean of Admissions
Metropolitan State College
Denver, Colo.

Mr. Robert E. Cyphers
Registrar
The Johns Hopkins University
Baltimore, Md.

Dr. G. Robert Darnes
Associate Secretary
Illinois Community College Board
Springfield, Ill.

Mr. Leo Day
Manager, Data Processing
Los Rios Community College District
Sacramento, Calif.

Mr. Jerome D. Diver
Director of Registration
University of Rochester
Rochester, N.Y.

Dr. Kenneth Eaddy
Florida Department of Education
Tallahassee, Fla.

Mr. Rodney Ellerbusch
Executive Director
Colorado Private School Association
Denver, Colo.

Mr. Robert Elliott
Coordinator, Information Services
American College Testing Program
Iowa City, Iowa

Mr. Marshall Fels
Manager, Management Information Systems
California Department of Education
Sacramento, Calif.

Mr. Richard Fortin
Dean of Student Services
Loretto Heights College
Denver, Colo.

Mr. Paul Foster
Administrator
State Board for Community Colleges
Denver, Colo.

Mr. John K. Gardner
Assistant Provost for Operations
University of Washington
Seattle, Wash.

Mrs. Nancy Gatti
Registrar
Loretto Heights College
Denver, Colo.

Mr. Joe Geiger
Fiscal Advisor
Board of Trustees of the State Colleges
Denver, Colo.

Mr. John W. Gillis
Executive Associate
Association of American Colleges
Washington, D.C.

Dr. Mel Gipe
Council for Private Postsecondary Institutions
California Department of Education
Sacramento, Calif.

Mr. Ralph Godzicki
Administration Director of Operations
Illinois State Scholarship Commission
Deerfield, Ill.

Dr. John W. Goudy
Director, Postsecondary Education
Office of Superintendent of Public Instruction
Springfield, Ill.

Mr. W. Harold Grant
President
American College Personnel Association
Auburn, Ala.

Mr. William Hamre
Staff Services Analyst
California Postsecondary Education Commission
Sacramento, Calif.

Mr. Robert Harris
Acting Director
California Postsecondary Education Commission
Sacramento, Calif.

Mr. Warren Hill
Project Director, Inservice Education
Education Commission of the States
Denver, Colo.

Mr. Garven Hudgins
Director
National Association of State Universities and Land Grant Colleges
Washington, D.C.

Mr. Ronald Iverson
President
National Association of State Scholarship Programs
Burlington, Vt.

Mr. R. Peter Jackson
Director, Student Records and Finances
Cornell University
Ithaca, N.Y.

Mr. James F. Jakobsen
University of Iowa
Graduate College
Iowa City, Iowa

Dr. Charles King
Executive Director
Office Education Association
Columbus, Ohio

Dr. Paula R. Knepper
Director Data Accessing Service
American Council on Education
Washington, D.C.

Mr. Howard Krogman
Associate Registrar
University of Colorado
Boulder, Colo.

Mr. Ted Langkamp
Potosi, Wis.

Mr. Stanley A. Leftwich
Assistant Commissioner
Colorado Department of Education
Denver, Colo.

Dr. Dean Lillie
Director for Community Colleges
State Board for Community Colleges
Denver, Colo.

Dr. Robert H. Linnell
University of Southern California
Los Angeles, Calif.

Dr. David S. Luecke
Assistant Vice Chancellor
Washington University
St. Louis, Mo.

Dr. T. Harry McKinney
Professor, Administration and Higher Education
Michigan State University
East Lansing, Mich.

Mr. James McLaughlin
Office of State Planning and Budgeting
Denver, Colo.

Ms. Sally Mahoney
Registrar
Stanford University
Stanford, Calif.

Mr. James Maxey
Director, Research Services
American College Testing Program
Iowa City, Iowa

Mr. Ronald D. McCage
Division of Vocational and Technical Education
Illinois Department of Education
Springfield, Ill.

Dr. Richard M. Millard
Director, Higher Education Services
Education Commission of States
Denver, Colo.

Dr. John Minter
Association of Independent California Colleges and Universities
Los Angeles, Calif.

Dr. Conny E. Nelson
Assistant Vice President
University of Nebraska
Lincoln, Nebr.

Mr. David F. Nyman
Associate Director Data Systems
Illinois Board of Higher Education
Springfield, Ill.

Dr. Drew Olim
Executive Director
U.S. National Student Association
Washington, D.C.

Mr. E. Eugene Oliver
Director, School and College Relations
University of Illinois
Champaign, Ill.

Mr. Jack Pommrehn
Registrar
University of Denver
Denver, Colo.

Dr. James B. Preus
Associate Director, Administration and Records
University of Minnesota
Minneapolis, Minn.

Mr. Robert J. Pritchell
Executive Director
National University Extension Association
Washington, D.C.

Dr. James Quigley
Dean of Students
University of Colorado
Boulder, Colo.

Dr. John R. Reiner
Director, Institutional Research
Southern Illinois University
Edwardsville, Ill.

Mr. Steven Rennion
Academic Planner
University of Wisconsin
Madison, Wis.

Mr. Donald E. Rhoades
Dean of Student Administration Services
University of Oregon
Eugene, Oreg.

Dr. Scott Rickard
Assistant Vice Chancellor
University of California
Davis, Calif.

Mr. Michael Ritterman
CPA
Philadelphia, Pa.

Dr. Edward Rogge
Director of Admissions
Tulane University
New Orleans, La.

Mr. William J. Russell
Executive Officer
American Educational Research Association
Washington, D.C.

Mr. Buster Sano
Systems Analyst
Chancellor's Office
California Community Colleges
Sacramento, Calif.

Mr. M. D. Scherer
Registrar and Director of Admissions
Indiana University
Bloomington, Ind.

Mr. Ben Shuey
Office of the Assistant Vice President for Academic Affairs
University of California
Berkeley, Calif.

Dr. Jacob O. Stampen
Senior Research Associate
American Association of State Colleges and Universities
Washington, D.C.

Dr. David Stang
Administrative Officer for Education and Training
American Psychological Association
Washington, D.C.

Mr. Sheldon Elliott Steinbach
Staff Council
American Council on Education
Washington, D.C.

Mr. Donald R. Tedder
Assistant Director, Systems Research
Board of Governors State Colleges and Universities
Springfield, Ill.

Dr. Robert J. Thompson
Vice President
Metropolitan State College
Denver, Colo.

Dr. Neil H. Timm
Special Assistant for Information Systems
University of Pittsburgh
Pittsburgh, Pa.

Dr. Lois Torrence
Director, Institutional Research
University of Connecticut
Storrs, Conn.

Mr. James Urness
Consultant
Wisconsin Board of Vocational-Technical/Adult Education
Madison, Wis.

Dr. Richard D. Wagner
Acting Executive Director
Illinois Board of Higher Education
Springfield, Ill.

Dr. Donald Wermers
Assistant Director, School and College Relations
University of Illinois
Champaign, Ill.

Dr. R. G. Whitesel
Dean for Institutional Research
California State Universities and Colleges
Los Angeles, Calif.

Mr. M. J. Williams, Jr.
Director of Special Programs
National Association of College and University Business Officers
Washington, D.C.

Mr. James Wilson
Budget Analyst, Budget Division
California Department of Finance
Sacramento, Calif.

Mr. John A. Winterbottom
Special Assistant, Office of the President
Educational Testing Service
Princeton, N.J.

Mr. Peter Wolff
Executive Director
National Association of University and College Attorneys
Washington, D.C.

Mr. John Yantis
Director, Institute for Personnel and Career Development
Central Michigan University
Mount Pleasant, Mich.

Dr. Kenneth E. Young
President
Council on Postsecondary Accreditation
Washington, D.C.

Ms. Sally Zeckhauser
Office for Information Technology
Harvard University
Cambridge, Mass.

Dr. Ernest R. Zimmerman
Assistant to Vice President for Academic Affairs
University of Michigan
Ann Arbor, Mich.

AD HOC COMMITTEE OF THE NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

This committee, chaired by Mrs. Eleanor Morris, assisted in the review and revision of terms contained in the sections on Financial Information and Financing Student's Postsecondary Education, as well as other related terms.

Mr. Gerald T. Bird
Director of Student Aid
University of North Carolina
Charlotte, N.C.

Mrs. Gwen Davis
College Foundation, Inc.
Raleigh, N.C.

Mrs. Gail Donaway
Wake Forest School of Law
Winston-Salem, N.C.

Mr. Cannon Mayes
Coordinator of Student Affairs
South Carolina Commission on Higher Education
Columbia, S.C.

Mrs. Eleanor Morris
Director of Student Aid
University of North Carolina-Greensboro
Greensboro, N.C.

AD HOC COMMITTEE OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

This committee reviewed terms and definitions related to registration and admissions, as well as other relevant portions of the handbook.

Mr. Charles E. Bay
Director of Admissions and Records
Tarrant County Junior College District
Fort Worth, Tex.

Mr. J. Douglas Conner
Executive Secretary
American Association of Collegiate Registrars and Admissions Officers
Washington, D.C.

Mr. John C. Deupree
Registrar
Rider College
Lawrenceville, N.J.

Mr. Donald E. Lee
Registrar
Loma Linda University
Loma Linda, Calif.

Mr. William F. Leslie
Associate Registrar and Director of Registration and Records
Georgia Institute of Technology
Atlanta, Ga.

Mrs. Sunny L. Low
Assistant Registrar
University of California Berkeley
Berkeley, Calif.

Ms. Namoi McCracken
Registrar
Colorado Women's College
Denver, Colo.

Mr. Garland Parker
Vice Provost for Admissions and Records
University of Cincinnati
Cincinnati, Ohio

Mr. Donald L. Renner
University Registrar
Southern Methodist University
Dallas, Tex.

Mr. A. Frederick Seaman
Office of the Registrar
University of Virginia
Charlottesville, Va.

Mr. Paul N. Strong
University Registrar
The University of Texas at Arlington
Arlington, Tex.

TECHNICAL REVIEW GROUP

Members of this group were selected from among existing panels and committees to lend their expertise to the development of the Field Test Edition of the handbook. The group met in July 1976 and continued to serve as a resource subsequent to that meeting. Two members(*) also attended the Planning Committee's last meeting in April 1977.

Dr. Robert Calvert, Jr.
Chief
Adult and Vocational Education Surveys Branch
National Center for Education Statistics
Washington, D.C.

Mr. Louis A. Dimasi
Director
National Association of Trade and Technical Schools (NATTS)
Pittsburgh, Pa.

Mr. Lee Hull
Formerly, Higher Education Surveys Branch
National Center for Education Statistics
Washington, D.C.

Dr. Dorothy Knoell (*)
Higher Education Specialist
California Postsecondary Education Commission
Sacramento, Calif.

Mrs. Eleanor Morris
Director of Student Aid
University of North Carolina–Greensboro
Greensboro, N.C.

Dr. Joseph L. Saupe (*)
Director of Institutional Research
University of Missouri System
Columbia, Mo.

Mr. George H. Wade
Survey Director
Higher Education Surveys Branch
National Center for Education Statistics
Washington, D.C.

Dr. Robert Wallhaus
Deputy Director
National Center for Higher Education Management Systems
Boulder, Colo.

FIELD TEST PARTICIPANTS

In the early months of 1977, Draft 3 of the manual was field tested at a number of Federal and State agencies and postsecondary education institutions.

Special gratitude is extended to the administrative representatives of each agency and institution who allowed the critical review services of their colleagues, to the site coordinators who arranged the review activity at these facilities, and to the individual site participants whose careful review and constructive comment helped to further refine this handbook.

Federal Agencies

Office of Education
Washington, D.C.

Office of Guaranteed Student Loans

Mr. Steven Clinton
Mr. William Garrison
Mr. Robert Schultz
Mr. Gregory Senseney

Office of Planning, Budgeting, and Evaluation

Dr. Robert J. Maroney
Director, Occupational, Handicapped and Development Programs

Dr. Salvatore B. Corrallo
Director, Postsecondary Programs Division

Dr. Dennis Carroll
Psychologist

Dr. Alex Ratnofsky
Operations Research Analyst
Postsecondary Programs Division

Bureau of Education for the Handicapped

Ms. Belle Cohen
Education Program Specialist

Mr. Thomas Irvin
Policy Officer

Bureau of Occupational and Adult Education

Dr. Bruce I. Blackstone
Education Program Specialist
Division of Vocational and Technical Education

Dr. Glenn C. Boerrigter
Chief, Research Branch

Dr. Harold F. Duis
Program Specialist
Division of Vocational and Technical Education

Mr. Walton E. Webb
Program Specialist
Office of Occupational Planning

Mr. Jack A. Wilson
Education Program Specialist
Research Branch

Bureau of Postsecondary Education

Mr. Chester Avery
Acting Director
State Student Incentive Grant Program

Mr. Robert R. Coates
Chief
National Direct Student Loan Program

Mr. William C. Gescheider
Chief, Planning Staff

Mr. William Hubbard
Program Specialist
Planning Staff

Mr. Lloyd K. Johnson
Education Program Specialist
Program Development Branch
Division of Student Financial Aid

Dr. John Rison Jones, Jr.
Chief
Policies and Procedures Section

Dr. Leslie W. Ross
Assistant Director
Division of Eligibility and Agency Evaluation

Mr. Herbert S. Shaw
Deputy Director
Program Development Branch
Division of Student Financial Aid

National Center for Education Statistics

Adult and Vocational Education Surveys Branch

Ms. Ruth Boaz
Mr. Sylvester Cain
Ms. Evelyn Kay
Ms. Florence Kemp

Division of Multilevel Statistics

Dr. Kenneth A. Tabler

Higher Education Surveys Branch

Mr. Curtis Baker
Dr. Marjorie O. Chandler
Mr. Paul Mertins
Mr. George H. Wade

Office of the Administrator

Dr. David Orr
Postsecondary Education Data Analysis

State Agencies

New Jersey

State Department of Higher Education
Trenton, New Jersey

Mr. Donald R. Arnold
Director of Management Systems

Dr. Adolf Katz
Director of Research

Ms. Linda O'Connor
N.J. HEGIS Coordinator

Dr. Gordon Van de Water
Executive Assistant
Student Assistance and Special Programs

State Department of Education
Division of Vocational Education
Trenton, New Jersey

Dr. William Wenzel
Assistant Commissioner of Education

Dr. Poyen Koo
Statistician
Vocational Planning and Data Analysis

Dr. Henry Tornell
Director
Postsecondary and Industrial Education

Ohio

Ohio Board of Regents
Columbus, Ohio

Dr. James A. Norton
Chancellor

Mr. Dwight Diller
Project and Planning Coordinator

Mrs. Eleanor Haviland
Assistant to Vice Chancellor for Health Affairs

Miss Adonica J. Hoffman
Analyst
Management Information

Mr. Richard M. Norman
Associate
Management Information

Mr. Duane R. Rogers
Director
Management Information

Mr. Larry O'Brien
Project and Planning Coordinator

Mr. Charles Seward
Director
Student Assistance Office

Ms. Kathy Stafford
Project and Planning Coordinator

State Department of Education
Division of Vocational Education

Columbus, Ohio

Dr. Byrl R. Shoemaker
State Director of Vocational Education

Mr. Welch Barnett
Supervisor
Agriculture Service

Mr. Frank A. Oliverio
Assistant Director
Postsecondary and Cooperative Programs

Mr. James E. Price
Supervisor
Adult Distributive Education Service

Mr. William B. Ruth
Supervisor
Adult Vocational Education

Ms. Yvonne Shoemaker
Supervisor
Adult Education
Home Economics Service

Colleges and Universities

Mercy College of Detroit

Detroit, Michigan

Sr. Agnes Mary Mansour
President

Mr. Michael J. Doonan
Registrar

Mr. Spencer O. Johnson
Director of Financial Aid

Dr. Milton K. Snyder
Academic Dean

Mr. John C. Thomson
Dean of Students

Milwaukee Area Technical College

Milwaukee, Wisconsin

Dr. William E. Ramsey
District Director

Mr. James Friedbacher
Financial Aids Coordinator

Mr. Jack Gardiner
Registrar

Mr. Elfred K. Hansen
Administrative Dean
Instruction Services

Mr. Frederick Mueller
Resource Development Coordinator

Mr. Thomas Roberts
Admissions Coordinator

Mr. Alidor Vanderport
Dean, Student Affairs

Mrs. Helen Withey
Manager, Administrative Systems

The Ohio State University

Columbus, Ohio

Dr. Robert G. Arns
Associate Provost for Instruction
Academic Affairs

Mr. George Baughman
Director
Office of Special Projects

Dr. Bruce Bursack
Director
Systems & Administration
Registration Services

Dr. Elaine H. Hairston
Assistant Vice President
Registration Services

Mr. Rodney Harrison
Director
Student Financial Aids

Dr. Weldon Ihrig
Assistant Vice President
Business and Administration

Dr. Edward O. Moulton
Vice President
Business and Administration

Mr. David Reckseit
Assistant Director–Records
Registration Services

Mr. Bruce Riddle
Associate Director–Admissions
Registration Services

Mr. Jeffrey Robison
Assistant Director–Records
Registration Services

Dr. Thomas Willke
Vice Provost
Arts & Sciences

University of Pennsylvania
Philadelphia, Pennsylvania

Dr. Eliot Stellar
Provost

Mr. Ambrose Davis
Associate for International Programs Office

Mr. Douglas Dickson
Registrar

Mr. Phillip Ives
Associate for International Programs Office

Edwin M. Ledwell, Jr.
Director
Administrative Affairs

Mr. Arthur Letcher
Director
Placement Services

Mr. George Koval
Director
Office of Student Financial Aid

Mr. Richard Paumen
Director
University Management Information System

Ms. Andrea E. Sasdi
Assistant Director
Wharton Graduate School–Admissions

Mr. Harold Taubin
Chairman
President's Executive Committee on University Services for the Handicapped

Thomas Jefferson University
College of Allied Health Sciences
Philadelphia, Pennsylvania

Dr. Marten M. Kernis
Dean

Mr. Jerome R. Marks
Director of Admissions and Financial Aid

Noncollegiate Postsecondary Schools

Lincoln Technical School
Philadelphia, Pennsylvania

Mr. Alfiero A. Alfieri
Director

Mr. Robert Wurst
Director of Admissions and Financial Aid

Pennco Technical School of Electronics
Philadelphia, Pennsylvania

Mr. John Hobyak
President

Mr. Jack Worrall
Director of Admissions, Financial Aid and Public Relations

Philadelphia School of Office Training
Philadelphia, Pennsylvania

Dr. Diana M. Ross
Director

Mr. Joseph F. Register
General Manager

Ocean County Vocational-Technical School
Toms River, New Jersey

Mr. William G. Henry
Superintendent

Mrs. Patricia Dacey
Director
Licensed Practical Nursing Program

Mr. William Irving
Director
Evening School

Mr. Robert C. Newman
Assistant Superintendent

Wilfred Academy of Hair and Beauty Culture
Newark, New Jersey

Ms. Sharon Sullivan
Vice President

Ms. Caroline Mabee
Regional Manager

FEDERAL AGENCY PARTICIPANTS

Federal agencies involved in postsecondary educational programs–or collecting and/or using data about postsecondary students–were invited to contribute to the work of the project. Federal personnel participating at the meetings and/or in reviewing portions of the handbook manuscript include the following:

Federal Government, Other than DHEW
Washington, D.C. unless otherwise noted

Mr. Gilbert Anderson
Senior Analyst
Office of Policy and Planning
Bureau of Educational and Cultural Affairs
Department of State

Mr. Harvey Averch
Assistant Director for Scientific, Technological, and International Affairs
National Science Foundation

Mr. Larry L. Barker
Office of University Programs
U.S. Energy Research and Development Administration

Mr. Richard Berry
Study Director
Universities and Nonprofit Institutions Studies Group
National Science Foundation

Commander John H. Brame
Director
Educator Liaison Division
Navy Recruiting Command
Department of Defense

Mr. Allan V. Burman
Special Assistant to the Director of Defense Education
Manpower and Reserve Affairs
Office of the Assistant Secretary of Defense
Department of Defense

Dr. Charles Dickens
Study Director
Science Education Studies Group
National Science Foundation

Dr. Gordon L. Dowell
Director, Staff Development
Extension Service
Department of Agriculture

Mr. J. Price Foster
Director, Office of Criminal Justice Education and Training
Law Enforcement Assistance Administration
Department of Justice

Colonel D. J. Fulham
Head, Recruitment Branch
U.S. Marine Corps
Department of Defense

Mr. Charl W. Hamm
Chief, Program Development
Office of Criminal Justice Education and Training
Law Enforcement Assistance Administration
Department of Justice

Mr. William B. Hewitt
Administrator
Policy Evaluation and Research
Employment and Training Administration
Department of Labor

Mr. Richard J. Indelicato
Director, Office of Agency Assistance and Research Coordination
Bureau of Training
U.S. Civil Service Commission

Mr. Solomon Isenstein
Assistant Commissioner, Adjudications
Immigration and Naturalization Service
Department of Justice

Mr. Walter Jeske
Chief, Education and Publications Branch
Information Division
Office of the Administrator
Department of Agriculture

Mr. David Lambert
Immigration Examiner
Immigration and Naturalization Service
Department of Justice

Mr. Felix Lindsay
Associate Study Director
Science Education and Studies Group
National Science Foundation

Mr. C. D. McFarland
Director of Planning
Bureau of Training
U.S. Civil Service Commission

Mr. Hugh C. Murphy
Administrator
Bureau of Apprenticeship and Training
Employment and Training Administration
Department of Labor

Dr. June O'Neil
Senior Staff Economist
Council of Economic Advisors

Mr. G. Brent Olson
Chief, Systems Management Statistics Staff
Division of Resource Planning Management
Department of State

Dr. Howard Rosen
Director, Office of Research and Development
Employment and Training Administration
Department of Labor

Mr. George D. Scott
Interagency Education Coordinator
Office of Indian Education Programs
Bureau of Indian Affairs
Department of Interior

Mr. Larry Suter
Chief, Education Branch
Population Division
Bureau of the Census
Department of Commerce

Dr. Andrew H. Thornton
Director
Education and Rehabilitation Services
Veterans Administration

Dr. Melvin Wachs
Senior Program Officer
Department of Housing and Urban Development

Dr. Emmanuel Weinstein
Supervisory Occupational Analyst
Bureau of Labor Statistics
Department of Labor

Mr. Myron Wolowitz
Assistant Director for Operations
Education and Rehabilitation Service
Veterans Administration

Dr. Marie V. Wood
Deputy Associate Director
ACTION Education Programs

Department of Health, Education, and Welfare (DHEW), Other than Education Division

Ms. Seville Allen
Equal Opportunity Specialist
Office for Civil Rights

Ms. Joan Brackett
Program Analyst
Office for Civil Rights

Ms. Rose Brock
Chief, Technical Assistance Branch
Higher Education Division
Office for Civil Rights

Mr. William Copeland
Chief, Manpower Analysis Branch/ Division Resource Analysis
National Institutes of Health
Bethesda, Maryland

Mr. Edward Gleiman
Director
Fair Information Practice Staff

Mr. William Goggin
Economist
Office of the Assistant Secretary for Planning and Evaluation

Ms. Evelyn L. Greene
Social Science Program Specialist
Social and Rehabilitation Service

Dr. Martin A. Kramer
Director for Higher Education Planning
Office of the Assistant Secretary for Planning and Evaluation

Mr. Ray Lazorchak
Auditor
Department of Health, Education and Welfare Audit Agency

Mr. Nicholas Moriarity
Staff Specialist
Office of Research Manpower
Division of Research Grants
National Institutes of Health

Mr. Manny Smith
Economist
Division of Higher Education Planning
Office of the Assistant Secretary for Planning and Evaluation

Mr. Howard Stambler
Chief, Manpower Analysis Branch
Bureau of Health Manpower
Health Resources Administration
Rockville, Maryland

Ms. Susan C. Steward
Attorney
Office of General Counsel-Education

Education Division, Other than OE and NCES

Dr. Philip E. Austin
Deputy Assistant Secretary for Education (Policy Development)

Mr. Charles I. Bunting
Director
Fund for the Improvement of Postsecondary Education
Office of Assistant Secretary for Education

Dr. D. Kent Halstead
Research Educator
National Institute of Education

Mr. Bernard Michael
Executive Director
Federal Interagency Committee on Education

Mr. Jeff Schiller
Chief, Assessment of Innovative Development
National Institute of Education

Dr. Kenton E. Stephens
Special Assistant to the Deputy Assistant Secretary for Education

U.S. Office of Education (OE)

Mr. Chester Avery
Acting Director
State Student Incentive Grant Program
Bureau of Postsecondary Education

Mr. David Bayer
Chief, Planning Branch
Bureau of Postsecondary Education

Mr. Ernst Becker
Chief, Program Policy and Analysis Branch
Bureau of Postsecondary Education

Mrs. Cora P. Beebe
Director, Division of Planning and Budgeting
Office of Planning, Budgeting, and Evaluation

Dr. Bruce I. Blackstone
Education Program Specialist
Division of Vocational and Technical Education
Bureau of Occupational and Adult Education

Dr. Glenn C. Boerrigter
Chief, Research Branch
Bureau of Occupational and Adult Education

Mrs. Martha C. Brooks
Personnel Policy and Evaluation Officer
Personnel and Training Division

Mr. Robert R. Coates
Chief
National Direct Student Loan Program
Bureau of Postsecondary Education

Dr. Salvatore B. Corrallo
Director, Postsecondary Programs Division
Office of Planning, Budgeting, and Evaluation

Ms. Susan Croll
Program Officer
Student Financial Aid Branch
Division of Postsecondary Education
Philadelphia, Pa. (Region III)

Mr. Harold F. Duis
Program Specialist
Division of Vocational and Technical Education
Reports and Data (State Plans)
Bureau of Occupational and Adult Education

Mr. William C. Gescheider
Chief, Planning Staff
Bureau of Postsecondary Education

Mr. D. David Johnson
Director
Division of Student Services and Veterans Programs

Dr. Lloyd K. Johnson
Education Program Specialist
Program Development Branch
Division of Student Financial Aid
Bureau of Postsecondary Education

Dr. John Rison Jones, Jr.
Chief, Policies and Procedures Section
Bureau of Postsecondary Education

Mr. Neil MacArthur
Chief, Veterans Program Branch
Bureau of Higher and Continuing Education

Dr. Robert J. Maroney
Director
Division of Occupational, Handicapped, and Developmental Programs
Office of Planning, Budgeting, and Evaluation

Mr. Daniel H. Morrissey
Program Analyst
Office of Planning, Budgeting, and Evaluation

Dr. Raymond A. Myers
Education Program Specialist
State Policy and Review Branch
Bureau of Education for the Handicapped

Ms. Dorothy C. Parker
Education Program Specialist
Veterans Program Branch
Bureau of Higher and Continuing Education

Dr. William Pierce
Deputy Commissioner
Bureau of Adult and Occupational Education

Dr. Leslie W. Ross
Assistant Director
Division of Eligibility and Agency Evaluation
Bureau of Postsecondary Education

Dr. Alice Scates
Program Officer
Office of Planning, Budgeting, and Evaluation

Ms. Shelby J. Stone
Management Assistant
Bureau of Postsecondary Education

Ms. Florence V. Taylor
Chief, Cuban Loan Program
Bureau of Postsecondary Education

Mr. Jack A. Wilson
Education Program Specialist
Research Branch
Bureau of Occupational and Adult Education

Mrs. Judith L. Zahn
Basic Grant Program Specialist
Division of Policy and Program Development
Bureau of Student Financial Assistance

National Center for Education Statistics (NCES)

Dr. Marjorie O. Chandler
Chief, University and College Surveys and Studies Branch

Mr. Theodore H. Drews
Chief, Higher Education Studies Branch
Division of Survey, Planning and Analysis

Mrs. Nadine Edles
Writer/Editor
Division of Statistical Services

Mrs. Marie D. Eldridge
Administrator

Ms. Iris Garfield
Planning Officer

Mr. Quentin M. Hill
Advisor
Finance and Education Data
Institutional Surveys Branch

Mr. Thomas D. Hill II
Writer/Editor
Division of Statistical Services

Ms. Evelyn Kay
Economist
Adult and Vocational Surveys and Studies Branch

Ms. Florence Kemp
Statistician
Adult and Vocational Education Surveys Branch

Mr. Allan R. Lichtenberger
Chief, Educational Data Standards Branch
Division of Intergovernmental Statistics

Mr. Francis C. Nassetta
Deputy Administrator

Mr. Ronald J. Pedone
Statistician
Division of Statistical Information and Studies

Mr. Absalom Simms
Director
Division of Intergovernmental Statistics

Dr. Stanley V. Smith
Acting Head
Student Data Section
University and College Surveys and Studies Branch

Dr. Kenneth A. Tabler
Mathematics Statistician
Division of Multilevel Statistics

Mr. George H. Wade
Survey Director
Higher Education Surveys Branch

Mrs. Agnes Q. Wells
Statistical Assistant
Student Data Section
University and College Surveys and Studies Branch

Mrs. Loretta J. Wright
Writer/Editor
Division of Statistical Services

Other Contributors, Participants, and Reviewers

Mr. Alex Bedrosian
Chairman, Government Regulations Advisory Committee
National Association for Foreign Student Affairs
Washington, D.C.

Ms. Catherine Bower
National Center for Higher Education Management Systems
Boulder Colo.

Ms. Martha Cieslski
Foreign Student Advisor
University of Pittsburgh
Pittsburgh, Pa.

Mr. John Fife
ERIC Higher Education Center
Washington, D.C.

Mr. Joseph T. Gilmore
Coordinator
Comprehensive Personnel Development Project
The State Education Department
Albany, N.Y.

Mr. Dennis Jones
National Center for Higher Education Management Systems
Boulder, Colo.

Mr. Wayne Kirschling
National Center for Higher Education Management Systems
Boulder, Colo.

Rabbi David Kogen
Vice Chancellor
Jewish Theological Seminary of America
New York, N.Y.

Ms. Marlene Leonard
Inventory Project Director
Association of Allied Health Professions
American Society of Allied Health Professions
Washington, D.C.

Ms. Marilyn McCoy
National Center for Higher Education Management Systems
Boulder, Colo.

Mr. Peter Muirhead
ERIC Higher Education Center
Washington, D.C.

Dr. Boyd Page
President
Council of Graduate Schools
Washington, D.C.

Ms. Nancy Renkiewicz
National Center for Higher Education Management Systems
Boulder, Colo.

Dr. David R. Reyes-Guerra
Executive Director
Engineers' Council for Professional Development
New York, N.Y.

Dr. Frances Dodson Rhome
University Affirmative Action Officer
Indiana University
Bloomington, Ind.

Mr. Leonard Romney
National Center for Higher Education Management Systems
Boulder, Colo.

Mr. Edson W. Sample
University Director
University Office of Scholarships and Financial Aid
Indiana University
Bloomington, Ind.

Rabbi Dov Vogel
Educational Director
Temple Beth Sholom
Haddon Heights, N.J.

Mr. W. Gary Wagner
Office of the Assistant Vice President for Academic Affairs
University of California
Berkeley, Calif.

Mrs. Miriam Weiss
Registrar
Hebrew Union College Main Campus
Cincinnati, Ohio

INDEX

This index is an alphabetical listing of terms, categories, synonyms, and references to specific information contained in the narrative portions of this handbook. Index entries are listed as they appear in the handbook and/or by key word to facilitate location. In addition:

- multiple choice response categories generally are listed in the index only if they are defined in chapter 2, and
- information items for each data element are not referenced in the index; they are listed with the terms in chapter 2, and are also found in tabular format in appendix A.

A

Abbreviations used in this handbook, 167
Absence, leave of, 46
Academic
  drop–*See* Withdrawal, 59
  honors, 59
  probation, 45
  reason, 60
  suspension, 46
Acceptance of admission offer, 35
Access to student education records, 73-77–*See also* Disclosure, 74-76
Acknowledgements, v-vi, 169-186
Active duty, 67
Address, 22
  legal, 23
  local, 23
  of employer, 63
  of institution, 32
  permanent, 22
Adjusted gross income, 28
Admission
  application for, 33
    date received, 33
    requested date of entry, 33
  approved date of, 35
  cancellation of offer of, 35
  date of admission decision notification, 35
  decision, 34
  denied (rejected), 34
  offer
    acceptance of, 35
    cancellation of acceptance of, 35
    refusal of, 35
    withdrawal of application for admission, 35
  offered, 34
    conditional, 34
    regular, 34
    special, 34
Admission–Continued
  on waiting list, 34
  test(s), 51
Admissions, 33-36, 90
  action, 34
  candidate
    decision, 35
    reply date, 35
Adult basic education, 49
Advanced degree–*See* Formal award, 56-58
Affiliated institution, 110
Aid, financial, 39
Air Force Specialty Code (AFSC), 67, 68
Alaskan native, 13
Alien, 14
Alimony or child support, 27
American Indian or Alaskan Native, 13
Applicant for permanent resident status, 14
Application for admission, 33
  withdrawal of, 35
Appraisal of student records, 2
Armed forces–*See* Military service, 66
Asian or Pacific Islander, 13
Aspirations
  career/occupation, 25
  educational/occupation, 24, 85
  highest formal award sought, 25
  objective in attending postsecondary institution, 24
Assets, 28, 38
  current market value of, 28
  type of, 28
Assistance, financial, 39
Assistantship–*See* Non-need-based employment, 42
Associate degree, 57
Attendance
  beginning date of, 47
  certificate of, 57
  date of last, 61
Attribute, 8
Auditory handicap–*See* Hearing handicapped, 21

Average, grade-point, 54
Award, formal, 56
Award date–*See* Formal award date, 59
Award unit(s), 55, 110
  accepted, 56
  for course, 54
  received for course, 55
  total accumulated, 56
  total accumulated toward formal award, 56
  total required for completion of program, 56, 109
Awards, prizes, and other assistance (non-need-based), 41
  amount authorized for, 43
  amount of, received, 43
  control of, 42
  name of, 41
  source of, 42
  type of, 42

B

Bachelor's degree, 57
Beginning
  date of attendance, 47
  date of course, 53
  student, 46
Benefits, government, 26
Benefits of standardized terminology, 1-3
Birthdate, 12
Birthplace, 13
Black, 13
Blind, 21
Book, equipment, and supply expense, 36
Branch of Military Service, 67
Buckley Amendment, 71

C

Calendar date, format for, 117
Cancellation
  of acceptance of admission offer, 35
  of offer of admission, 35
Candidate
  decision, 35
  reply date, 35
Career/occupational aspiration, 25, 85
Caucasian–*See* White, 13
Certificate
  of attendance, 57
  of completion, 57
  of competency, 57
  of high school equivalency, 57
  or diploma for less than 1 year, postsecondary, 57
  or diploma for 1 year or more, postsecondary, 57
Certification/licensure, professional, 17
Characteristics
  biographical, 12-29, 80-87
  demographic, 12-29, 80-87
Child support, 27
Circumstances of leaving–*See* Reason for transfer/withdrawal, 60
Citizenship
  country of, 14
  status within U.S., 14
Civil rights racial category–*See* Racial/ethnic group, 13– *See also* 103-107 for discussion of alternatives for reporting
Civilian employment experience, 101
Class, rank in, 55
Classification
  of data elements, 4, 7
  of information items, 4
  of nonimmigrant visa types, 135
Clock hours–*See* Award unit, 55
Coding
  course, 53
  for counties, dependencies, and areas of special sovereignty, 121
  for languages, 126
  for States of the United States, 119
  of data elements, 10
College–*See* Department/division/school, 48–*See also* Institutional identification, 32
College major–*See* Major field of study, 49
Commissioned officer, 69
Comparability of statistical information, 2
Competency, certificate of, 57
Completion
  certificate of, 57
  of program, 59
  of program, total award units required for, 56
  program, level, 44
Concentration, field of–*See* Major field of study, 49
Confidentiality (of student data)
  concerns about, 71-72
  data management, 71-77
  Federal legislation, 71-76, 137-141
  guidelines for creation of student records and collection of data, 73
  guidelines for the disclosure of the student education records, 74-76
  guidelines for maintaining accurate and relevant student education records, 73-74
Contact hours/clock hours for course, 110–*See also* Award units, 55
Continuing Education Unit–*See* Award units, 55
Continuing student, 47
Cooperating institution, 110
Cooperative enrollment, 110
Cost of postsecondary education, 36
Country of Citizenship, 14
Course, 52
  award units for, 54
  award units received for, 55
  beginning date of, 53
  code, 53
  ending date of, 54
  grade (mark) received for, 54
  length of, 53
  number–*See* Course code, 53
  subject-matter area of, 53
  title, 53
  type of–*See* Subject-matter area of course, 53
Credit(s)–*See* Award units, 55

Criteria for including information items, 4
Cumulative credits–*See* Total award units accumulated, 56
Current (as qualifier), 9

D

Data element, 4, 7
Data elements
  classification of, 7
  notes on the uses of specific, 103-111
  numeric coding of, 10
  uses of, 113-116
Data management and confidentiality of postsecondary student data, 71-77
Date
  application for admission received, 33
  candidate reply, 35
  entered active duty, 68
  formal award, 59
  of admission, approved, 35
  of admission decision notification, 35
  of attendance, beginning, 47
  of death, 13
  of employment, 65
  of entry, requested, 33
  of expected program completion, 51
  of last attendance, 61
  of registration, 47
  released from active duty, 68
  termination, 61
  test was administered, 52
Day schedule, 43
Day/evening schedule, 43
Deaf, 21
Deaf-blind, 21
Death, 59
  Date of, 13
Debt
  type of, 29
  amount of, 29
Decision
  admission, 34
  candidate, 35
Decisionmaking, 114
Definition, 7
Definitions
  basic definitions in postsecondary education, 3
  in Education for All Handicapped Children Act, 108
  in the Rehabilitation Act of 1947, 108
  of qualifiers, 8, 9
  of terms, 12-69
  relationship to Federal or State legislation, 1
Degree, 57
  associate, 57
  bachelor's, 57
  completion date of–*See* Formal award date, 59
  conferred, type of–*See* Formal award, 59
  doctor's, 58
  first-professional, 57
  honorary, 58
  master's, 58
Degree–Continued
  program–*See* Program of studies, 48
  sought–*See* Formal award sought, 58
  specialist's or intermediate, 58
Degree/diploma/certificate–*See* Formal award, 56
  date–*See* Formal award date, 59
Demographic and biographical characteristics, 12-29, 80-87
Department/division/school, 48
  name of, 48
Departure
  date of–*See* Date of last attendance, 61–*See also* Termination date, 61
  reason for–*See* Reason for transfer/withdrawal, 60
Dependency status, 19-20
  dependent status, 19
  independent or self-supporting status, 19
Dependent–*See* Dependency status, 19-20
Dependents
  number of, 19
  in postsecondary education institutions, number of. 20
Descriptive course title–*See* Course title, 53
Design of handbook, 4
Development of handbook, 163-166
Diploma, high school, 57
Diploma/certificate
  postsecondary for less than one year, 57
  postsecondary for one year or more, 57
  secondary school, 57
Directory information, 75, 76
Disability pension, 27
Disciplinary
  probation, 46
  suspension, 46
Discipline–*See* Program of studies, 48–*See also* Major field of study, 49
Disclosure (of education records)
  guidelines for, 74-76
  limitation on at postsecondary level, 73, 74
  mandatory, 74, 75
  of education student records, guidelines for the, 74-76
  permissible, 75, 76
  prior written consent requirement, 75-76
  record of disclosures, requirement for, 76
  redisclosure, 76
  release of directory information, 75, 76
Dismissal, 59
Distance between local address and postsecondary institution, 24
Dividends and interest, 27
Division–*See* Department/division/school, 48
Doctorate–*See* Doctor's degree, 58
Doctor's degree, 58
Domicile (permanent)–*See* Permanent address, 22
Dropping out–*See* Withdrawal, 59
Dual enrollment–*See* Cooperative enrollment, 110

E

Earnings, 26, 66
  from self-employment, 26
  from wage or salary, 26
  hourly wage rate, 66

Earnings–Continued
monthly rate, 66
weekly rate, 66
Education
cost of postsecondary, 36
for all Handicapped Children Act (P.L. 94-142), 108, 149-152
highest level completed, 16, 107
postsecondary, 3
records, student (definition of in Federal regulations), 72
access to, 73-77
contents of, right to challenge, 74
See also Disclosure, 74-76
related military experiences, 68
Educational
aspirations–*See* Objectives in attending postsecondary institution, 24, 85–*See also* Highest formal award sought, 25
cost, type of–*See* Type of postsecondary education expense, 36
experiences, student's, 32-62, 88-98
loan
need-based, 39
non-need-based, 42

Elementary school (as qualifier)–*See* note, 9
Employed, 64
Employer
address of, 63
name of, 63
Standard Industrial Classification of, 63
Employment, 62-69, 100-102
dates of, 65
experience, 62-69, 100-102
hours worked weekly, 65
need-based, 39
non-need-based, 42
relationship of job to major field of study, 65
related work, 65
unrelated work, 65
status, 64
employed, 64
full-time regular, 64
part-time regular, 64
full-time temporary, 65
part-time temporary, 65
unemployed, 65
not in labor force, 65
work performed, 64
English, proficiency with, 17
Enlisted person, 69
Enrolled, 47
Enrollment, cooperative, 110
Enrollment, dual–*See* Enrollment, cooperative, 110
Enrollment status, 47, 110
enrolled, 47
not-enrolled, 47-48
Entry, requested date of, 33
Equivalent student count, 110
Ethnic group–*See* Racial/ethnic group, 13–*See also* 103 for discussion of alternatives for reporting
Evening schedule, 43
Expected family contribution, 37-38
Expected program completion, date of, 51
Expenditure, object of–*See* Type of postsecondary education expense, 36
Expense, postsecondary education
amount of, 37
type of, 36
book equipment and supply, 36
fees, 36
food or board and household supply, 36
housing, rent or room, 36
transportation, 36
tuition, 36
Exiting student status–*See* Student standing at time of termination, 60
Expected family contribution, 37
Experience
student's educational, 30-61, 88-99
U.S. military service, 66
Expulsion–*See* Dismissal, 59

F

Fair information practice, principles of, 72
Family contribution, expected, 37
parental share, 37
spouse's share, 37
student's share, 38
from assets, 38
from earnings, 38
from government benefits, 38
Family Educational Rights and Privacy Act of 1974 (FERPA), 71-76, 141-147
description of Act, 71
education record, definition of, 72
Federal regulations, 141-147
See also Disclosure, 74-76
Family income, 27
Fees, 36
Fellowship, 42
Female, 14
Female parent (as qualifier), 9–*See also* Relationship to student, 16
foster mother, 16
legal female guardian, 16
mother, 16
stepmother, 16
FERPA, 71, 137
FICE code or NCES number of institution, 33
Field of specialty–*See* Major field of study, 49
Field of study, 125
major, 49
minor, 50
Financial
assistance, 39
information, 26-29, 86-87
need, 38
amount of, 38

Financial aid (need-based), 39
amount of, authorized (for student), 41
amount of, received (by student), 41
control of, 40
name of, program, 39
source of, 40
type of, 39
Financing student's postsecondary education, 36-43, 91-93
First-professional
degree, 57
level, 45
First-time postsecondary student, 46
Fluency with English–*See* Proficiency with English, 17
Food or board and household supply expenses, 36
Formal award, 56
categories listed, 56-58
date, 59
earned, 58
highest sought, 25
sought, 58
status, 44
formal-award student, 44, 45
not a formal-award student, 44, 45
student, 44, 45
total award units accumulated toward, 56
Freshman–*See* Undergraduate, lower division, 45
Full-time
employment status, 64
equivalency–*See* 109-110
equivalent count, 110
graduate student, 110
participation–*See* 109-110
programs, 109
regular employment, 64
student, 109
temporary employment, 65
Fully engaged student, 109

G

General academic/liberal arts program, 48
Geographic origin, 34–*See also* 109
Good standing, 45
Government benefits, 26, 38
Grade/mark, 54
received for course, 54
Grade-point average, 54
Graduate level (student), 45
Graduation–*See* Completion of program, 59
date of–*See* Formal award date, 59
Grant or scholarship
need-based, 39
non-need-based, 42
Gross income, adjusted, 28
Guardian, legal
male, 15
female, 16
Guidelines
for maintaining accurate and relevant student education records, 73
Guidelines–Continued
for creation of student records and collection of data, 73
for the disclosure of student education records, 74

H

Handbook
development of, 163-166
purpose of, 1
Handicap, 20-22, 107-108
category, 20, 107, 108
Handicapped
hearing, 21
mentally, 22
orthopedically, 21
other health, 21
speech, 21
visually, 20
Hard of hearing, 21
Hearing handicapped, 21
High school
diploma, 57
equivalency, certificate of, 57
Highest
formal award sought, 25
level of education completed, 16, 107
Hispanic, 13
Home institution, 110
Honorary degree, 58
Honors, academic, 59
Host, cooperating, or affiliated institution, 110
Hour
clock, 110
contact, 110
Hourly wage rate, 66
Hours
total, 110
worked weekly, 65
Housing status–*See* Type of housing, 23
Housing, type of, 23
institutionally operated, 23
parent's home, 23
rent, or room expenses, 36

I

Identification, institutional, 32
Identification number
military, 67
student, 15
Immigrant (permanent resident), 14
Impairment, 20
Income, 38
adjusted gross, 28
family, 27
from other sources, 27

Income–Continued
net rental, 27
total personal, 26
Independent or self-supporting (student) status, 19
Individual person(s), 40
Information item(s)
classification of, 4
criteria for inclusion, 4
definition of, 8
tables, 79-102
In-State, 23
Institution
address of, 32
affiliated, 110
cooperating, 110
FICE code or NCES number of, 33
home, 110
host, 110
name of, 32
postsecondary education, 3
Institutional
identification, 32-33, 89
qualifiers, definitions of, 9, 103
source, 40
Institutionally operated housing, 23
Interest, 27
Intermediate degree, 58
Intra-institutional transfer student, 47
Issues in postsecondary education
analysis and summary, 166
relationship of handbook to, 6, 163, 166

J

Job–*See* Work performed, 64
Junior–*See* Undergraduate, Upper division, undergraduate level, 45

L

Language
handicap–*See* Speech handicap, 21
primary, 18
other in which proficient, 18
Languages, codes for, 126
Leave of absence, 46
Legal
address, 23
female guardian, 16
male guardian, 15
name, 12
Length
of course, 53
of program, 51, 109
Level, student, 45
first-professional, 45
graduate, 45
program completion, 44
Level, student–Continued
undergraduate, lower division, 45
undergraduate, upper division, 45
Liabilities, 29
Licensure–*See* Professional certification/licensure, 17
Limitation–*See* Handicap, 20
Load, student, 44
Loan, educational
need-based, 39
non-need-based, 42
Local address, 23
distance between and postsecondary institution, 24
Lower division, undergraduate level, 45

M

Major field of study, 49, 65
institutional name, 50
standard name, 50
Male, 13
Male parent (as qualifier), 9–*See also* Relationship to student, 15
father, 15
foster father, 15
legal male guardian, 15
stepfather, 15
Marital status, 18
unmarried, 18
divorced, 18
never married, 18
widowed, 18
married, 18
spouse absent, 18
spouse present, 18
Mark, 54
Married, 18
Master's degree, 58
Mentally handicapped, 22
Middle school–*See* note, 9
Military
branch of service, 67
date entered active duty, 68
date released from active duty, 68
experiences, education-related, 68
identification number, 67
Occupation Specialty (MOS), 67-68
rank at separation, 69
service, 66
service, branch of, 67
service experience, U.S., 66-69, 102
Specialty number and title, student's
additional, 68
primary, 68
status, 67
Minor field of study, 50
institutional name, 51
standard name, 50
Monthly earnings rate, 66
Multiple choice response categories, description and use of, 7
Multihandicapped, 22

N

Name, 12
  any other, 12
  legal, 12
  of award, prize, or other assistance, 41
  of department/division/school, 48
  of employer, 63
  of financial aid program, 39
  of institution, 32
NCES number of institution, 33
Need, financial, 38
Need-based
  educational loan, 39
  employment, 39
  grant or scholarship, 39
Needs, special assistance, 22
Net rental income, 27
Net worth, 29
New student, 46
Nonimmigrant, 14
  visa types, 135
Non-need-based
  educational loan, 42
  employment, 42
  grant or scholarship, 42
Normal load–*See* 109
Normal-time student, 110
Not
  a formal-award student, 44, 45
  enrolled, 47, 48
  in labor force, 65
Notes on uses of specific data elements, 103-111
Number
  military identification, 67
  of dependents, 19
  of dependents in postsecondary education institutions, 20
  Social Security, 15
  student identification, 15

O

Objective in attending postsecondary educational institution, 24
Occupation category, 17–*See also* Standard Occupational Classification system, 127-134
Occupational
  aspirations–*See* Career/occupational aspiration, 25
  program–*See* Type of program, 48-49
  upgrading/professional development program, 49
Offer of admission, cancellation of, 35
Officer
  commissioned, 69
  warrant, 69
On waiting list, 34
Origin, geographic, 109
Orthopedically handicapped, 21
Other health, handicapped, 21

P

Parent
  female (as qualifier), 9
    foster mother, 16
    legal female guardian, 16
    mother, 16
    stepmother, 16
  male (as qualifier), 9
    father, 15
    foster father, 15
    legal male guardian, 15
    stepfather, 15
Parental share of expected family contribution, 37
Parents (as qualifier), 9
Parent's home, 23
Parolee, 14
Partially seeing, 21
Participation
  in veterans' educational benefits, 69
  status, 109
Part-time
  programs, 109
  regular employment, 64
  student, 109
  temporary employment, 65
Participation/performance, 51-59, 96-98
Pension
  disability, 27
  retirement, 27
Performance, 51-59, 96-98
Permanent address, 22
Permanent resident status, applicant for, 14
Permissible disclosures, 75, 176
Personal
  identification and characteristics, 12-22, 81
  interest/avocational studies program, 49
  privacy, 72
  qualifiers, definitions of, 9
Placement test, name of, 52
Postbaccalaureate student, 45
Postdoctoral student, 45
Postsecondary
  certificate or diploma for
    less than one year, 57
    one year or more, 57
  education, 3
    cost of, 36
    definitions in, 3
    expense, type of, 36
    financing student's, 36-43, 91-93
    institution, 3
      objective in attending, 24
  educational issues, 6
  institution (as qualifier)
    current, 9
    previous, 9
    subsequent, 9
  student, 3 (as qualifier), 9
  student data, 3
Prebaccalaureate student, 45
Previous (as qualifier), 9
Primary language, 18

Privacy of student data, 4, 6, 71-77
Private
  source, 40
  welfare payments, 27
Prizes, 41
Probation
  academic, 45
  disciplinary, 46
Procedures for this project, 163
Professional
  certification/licensure(s), 17
  program, 49
Proficiency with English, 17
Program
  adult basic education, 49
  award units required for completion of, 56
  completion level, 44
  completion of, 59
  date of expected completion, 51
  full-time, 109
  general academic/liberal arts, 49
  length of, 51, 109
  of studies, 48
  part-time, 109
  type of, 48-49
    general academic/liberal arts, 48
    occupational upgrading/professional development, 49
    personal interest/avocational studies, 49
    professional, 49
    requisite preparatory/adult basic education, 49
    vocational/technical, 49
Purpose of handbook, 1

Q

Qualifier
  as used in classification, 8
  definition of, 8
Qualifiers, 4
  institutional, 9, 103
  listed and defined, 8-9
  personal, 9
  time-frame, 9, 103
  use of, 8

R

Race–*See* Racial/ethnic group, 13–*See also* 103-106
Racial/ethnic group, 13–*See also* 103-106
Rank
  at separation, 69
  in class, 35
Rating, 67, 68
Rating/Navy Enlisted Classification (NEC), 67, 68
Readmitted student, 47
Reason for transfer/withdrawal, 60
Recipient, selector of, 40
Reciprocal residency agreement, 24
Records, student education
  definition of, 72
  guidelines for creation of, 73
Records–Continued
  guidelines for disclosure of, 74-76–*See also* Confidentiality (of student data), 71-76, 137-141
  guidelines for maintaining accurate and relevant, 73-74
Reduced reporting burdens, 2
Refusal of admission offer, 35
Registration, 43-51, 94-95
  date of, 47
  status, 43
Rehabilitation Act of 1973 (P.L. 93-112 as amended), 108, 154-161
Reinstated student, 47
Relationship of job to major field of study, 65
Relationship to student, 15
Reporting burden, 2
Requisite preparatory/adult basic education program, 49
Residence, 22-24, 84
  student–*See* Type of housing, 23
  with respect to location of college–*See* Residency status, 23
Residency status, 23
  in-State, 23
  other State or outlying area of the United States, 24
  out-of-country, 24
Resident-connected–*See* Residency status, 23
Retirement pension, 27
Returning student, 46

S

Safeguarding student education records, 73-77
Schedule, day/evening, 43
Scholarship, grant or
  need-based, 39
  non-need-based, 42
School–*See* Department/division/school, 48
  secondary, 9
School code–*See* FICE code or NCES number of institution, 33
Secondary school, 9
  diploma/certificate, 57
Secretary's Advisory Committee on Automated Personal Data Systems, 72
Selector of recipient, 40
Self-employment, earnings from, 26
Self-supporting status, 19
Semester credit hour–*See* Award unit, 55
Senior–*See* Undergraduate level, upper division, 45
Separation, rank at, 69
Service, military, 66
Sex, 13
Social Security Number, 15
Sophomore–*See* Undergraduate level, lower division, 45
Source of financial aid, 40
  institutional, 40
  private, 40
Special
  assistance needs, 22
  student–*See* Admission offered, 34
Specialist's or intermediate degree, 58
Speech handicapped, 21

Spouse (as qualifier), 9
Spouse's share of expected family contribution, 37
Standard Industrial Classification (SIC) of Employer, 63
Standard Occupational Classification system (SOC), 127-134
Standardized terminology, benefits of, 1-3
Standardized test, 51
  date test was administered, 52
  name of admission test, 51
  name of other, 52
  name of placement test, 52
  test results, 52
Standing
  good, 45
  student, 45
Stateless, 15
Status
  citizenship, 14
  dependency, 19
  dependent, 19
  employment, 64
  enrollment, 47, 110
  formal award, 44
  independent or self-supporting, 19
  marital, 18
  military, 67
  participation, 109
  registration, 43
  residency, 23
  transition, 46
  veteran's, 69
Student
  beginning, 46
  continuing, 47
  data, postsecondary, 3
  education records, safeguarding, 71-77
  enrolled, 47
  equivalent count, 110
  first-time postsecondary, 46
  formal award, 44, 45
  full-time, 109
  full-time graduate, 109
  fully engaged, 109
  identification number, 15
  intrainstitutional transfer, 47
  level, 45
  load, 44, 109
  new, 46
    beginning, 46
    first-time postsecondary, 46
    transfer, 46
  normal-time, 110
  not a formal award, 44, 45
  not enrolled, 47
  part-time, 109
  postbaccalaureate, 45
  postdoctoral, 45
  postsecondary (as basic definition), 3
  postsecondary (as qualifier), 9
  prebaccalaureate, 45
  readmitted, 47
  records
    appraisal of, 2
    guidelines for the creation of, 73
Student–Continued
  reinstated, 47
  relationship to, 15
  returning, 46
    readmitted, 47
    reinstated, 47
    uninterrupted attendance, 46
      continuing, 47
      intra-institutional transfer, 47
  share (of expected contribution), 37-38
  standing, 45
  standing at time of termination, 60
  transfer, 46
Student's
  educational experience, 32-61, 88-99
  employment experience, 62-69, 100-102
  military specialty number and title, 67, 68
  share of expected family contribution, 38
Subject-matter area, 49, 53, 126
  of course, 53
Subsequent (as qualifier), 7
Support–*See* Expected family contribution, 37
Suspension
  academic, 46
  disciplinary, 46

System of data elements, qualifiers, and information items, 4

T

Term, definition of, 7
Termination, 59-61, 99
  date, 61
  student standing at time of, 60
  type of, 59
Terms, definitions of, 12-69
Test–*See* Standardized test, 51
Time-frame qualifiers, definitions of, 9, 103
Total
  hours, 110
  income, 26
  personal income, 26
Transfer, 60
Transfer student, 46
Transfer/withdrawal, reason for, 60
Transition status, 46
Transportation expenses, 36
Tuition, 36

U

Undergraduate level
  lower division, 45
    year 1 – freshman, 45
    year 2 – sophomore, 45
  upper division, 45
    year 3 – junior, 45
    year 4 – senior, 45
    year 5 – senior in five-year program, 45
Unemployed, 65
Uninterrupted attendance student, 46
Unmarried, 18

Unrelated work, 65
Upper division, undergraduate level, 45
U.S. citizen or U.S. national, 14
U.S. military service experience, 66-69, 102
U.S. national, 14
Use of qualifiers, 8
Uses of data elements, 103-111, 113-116

V

Veteran's
  educational benefits, participation in, 69
  status, 69
Visa type, 14, 135
Visually handicapped, 20
Vocational/technical (program), 49

W

Wage or salary, earnings from, 26
Waiting list, on, 34
Warrant officer, 69
Weekly earnings rate, 66
Welfare payments, private, 27
White, 13
Withdrawal, 59–*See also* Reason for transfer/withdrawal, 60
  of application for admission, 35
Work performed, 64

★U.S. GOVERNMENT PRINTING OFFICE: 1981 725-789/1208 1-3